

STATE OF NEW MEXICO
LEGISLATIVE EDUCATION STUDY COMMITTEE

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December 14, 2011

MEMORANDUM

TO: Legislative Education Study Committee

FR: Phil Baca

RE: STAFF REPORT: EDUCATOR ACCOUNTABILITY REPORTING SYSTEM (EARS)

INTRODUCTION

In 2007, the Legislative Education Study Committee (LESC) endorsed successful legislation to amend the School Personnel Act to establish a uniform statewide teacher education accountability reporting system (TEARS) to measure and track teacher education candidates from pre-entry to post-graduation in order to benchmark the productivity and accountability of New Mexico's educator work force. In 2009, the act was amended again to add candidates for administrative licensure to the system, changing the name of the reporting system to the educator accountability reporting system (EARS).

The statute requires the Public Education Department (PED) to work in collaboration with teacher preparation programs, the institutions that offer those programs, and the Higher Education Department (HED) to provide a report for each institution and an annual statewide report to the Governor, legislators, and other policymakers and business and economic development organizations by November 1 of each year. More specifically, the law requires the following:

- **Public postsecondary teacher and administrator preparation programs** must produce an annual Educator Accountability Report that includes student demographic and

outcome data, information about program characteristics and student qualifications, itemized information on program revenues and expenditures, and an evaluation plan.

- **PED**, in collaboration with higher education representatives, must design the reporting system; require the data to be reported through the Student Teacher Accountability Reporting System (STARS); use EARS to assess the status of the pre-kindergarten through post-graduate (P-20) system of education; and issue an annual statewide Educator Accountability Report.
- **Each public postsecondary educational institution** must adopt the annual report for its teacher education programs.

In preparation of the 2011 EARS report, New Mexico's teacher preparation programs deans and directors worked to collect and compile the data required in law.

This staff brief will provide an overview of the 2011 EARS report. The full 2011 EARS report, based on data from school year 2010-2011, and including the postsecondary institutions' reports, is available on the LESC website. This report includes two attachments: Attachment 1, Deans and Directors Introduction; and Attachment 2, Summary Tables. Finally, a list of acronyms used in this staff brief may be found on page 8 of the brief.

2011 EARS REPORT

According to the report, all 13 New Mexico teacher preparation programs submitted data for the 2011 EARS report. Even though private institutions are not statutorily required to participate in reporting, all three private institutions with approved teacher preparation programs participated in the report (University of the Southwest, Wayland Baptist University, and the University of Phoenix).

Among other findings, the report indicates the following:

- Educator preparation programs consistently attract academically prepared candidates per Cumulative Grade Point Average (CGPA), New Mexico Teacher Assessment (NMTA), and ACT or Scholastic Aptitude Test (SAT) scores.
 - Summary Table 3 shows the cumulative grade point averages upon admission to programs at 3.3 for undergraduate candidates, 3.47 for graduate candidates, and 3.3 for alternative licensure candidates on the traditional 4-point scale.
 - NMTA scores consistently range from 268 to 275 over three years of data for undergraduate, graduate, and alternative licensure candidates.
 - ACT or SAT scores have consistently ranged between 20.2 to 20.5.
 - Over the past three years of EARS data, CGPA, NMTA, and ACT/SAT indicators have remained consistent suggesting that they are reliable entry-level data for the institutions of New Mexico with approved teacher education programs.
- Standards for admission to teacher education programs use common factors that enhance transparency and seamless transferability among institutions.

- Reported data aligns well with the Teacher Education Compact and the statewide 2+2 articulation agreement. The state's colleges and programs all use a combination of previous CGPA for all coursework, NMTA scores, and application packets that include references, writing samples, and evidence of tutoring or work with children as well as interviews with candidates. Evidence of these common factors is found in the presentation of admission and exit requirements found in each institution's report.
- Educator preparation programs strive to mirror student population data with state ethnicity data.
 - National data indicate that more than 80 percent of public school teachers in the United States are White (American Association of Colleges for Teacher Education, 2010). In New Mexico, 2010-2011 EARS data, as well as three-year trend data, provide evidence that students enrolled in New Mexico's educator preparation programs draw near the ethnic populations in the state.
- Field and clinical experiences are designed to connect classroom practices to candidate preparation.
 - All educator preparation programs in the state, whether standard or alternative licensure, engage candidates in practical classroom experiences at the beginning, middle, and end of their programs that meet or exceed PED regulations. Evidence of contact hours in schools is found in each institution's report. While all field and clinical experiences meet National Council for Accreditation of Teacher Education (NCATE) standards, there are limitations to institutional supervision provided to candidates due to fiscal constraints.
- The field and clinical experience candidates are placed with highly qualified teachers, as defined by *No Child Left Behind* (NCLB).
 - It is common across all programs that teacher candidates are placed in classrooms where there are accredited schools, teachers who are highly qualified, have at least three years of experience, and are in good standing with the school district. Interns are placed with administrators and counselors in accredited schools and agencies and their mentors have advanced licensure status and at least three years of experience, and they are in good standing with the school district. Evidence of each institution's placement practices is found in the institutional data.
- One goal of teacher preparation programs is to recruit, prepare, and graduate candidates in high-need areas of mathematics, science, and special education.
 - Summary Table 5 shows the numbers of Title II completers in mathematics, science, technology, and special education. These data indicate major academic preparation. Math and science average at 53 program completers per year and special education majors are averaging 135 completers per year.
 - Further incentives are needed to recruit and retain qualified students in these majors and endorsement areas.

- The 2011 EARS contains significant improvements in financial data collection and analysis.
 - Financial representatives from each institution collaborated in the development of a formula that standardizes budget, expenditure, student credit hour generation, revenues, and cost per student credit hour figures. The deans and directors continue to address minor differences in definitions and interpretation that still exist across institutions.
 - One conclusion from this year's data is that the average cost per student credit hour in initial licensure preparation coursework exceeds the reimbursable amount for Tier 1 (higher education funding formula), upper division coursework where most of under graduate educator preparation occurs.

REPORTING EARS INTO STARS

According to the report, although statute requires that data from EARS be reported into STARS, this has not yet been accomplished because additional funding will be required to make the necessary modifications to the STARS database. As such, the 2011 EARS report indicates that "Some of these data have been collected through the 2007-2008, 2008-2009, 2009-2010, and 2010-2011 (T)EARS reports. Other data require the establishment of the PK-20 data system, new data indicators in STARS, and/or baseline data from NMPED."

EVALUATION PLAN

The law also requires that the EARS report include an evaluation plan with objectives and measures for increasing: student achievement, teacher and administrator retention, the percentage of students who pass the NMTA on the first attempt, the percentage of highly qualified elementary and secondary teachers, and the number of trained mathematics, science, and technology teachers.

According to the 2011 report, the New Mexico American Association of Colleges of Teacher Education (NMAACTE) deans and directors of teacher education established objectives, strategies, and measurements to begin addressing the requirements for common evaluation measures across all educator preparation programs:

Objective #1: Increasing student achievement for all students.

Strategy: Collaborate with P-20 stakeholders in developing an assessment system linking student performance to teacher performance.

Measurement: Development of student achievement assessment system linked to teacher performance.

Objective #2: Increasing teacher and administrator retention, particularly in the first three years of a teacher's or administrator's career.

Strategy: Need baseline data on teacher and administrator retention from PED to determine strategy and measurement.

Measurement: Need baseline data on teacher and administrator retention from PED to determine strategy and measurement.

Objective #3: Increasing the percentage of students who pass the NMTA for initial licensure on the first attempt (includes teacher and administrator exams).

Notes:

First-time test-taker data include test scores of individuals taking exams in areas in which they have not completed related coursework.

Statewide first-time pass rates on the Basic Skills, Elementary Competency, Educational Administrator and most content exams reflect strong first-time pass rates (see Summary Table 4 for all 2009-2010 NMTA data).

Strategy: (1) Analyze NMTA test data to identify any licensure and/or endorsement areas in which the first-time pass rate is less than 80 percent for individuals completing related licensure/endorsement coursework. (2) Identify programmatic/curriculum changes that may improve the first-time pass rate of any licensure/endorsement area identified through Strategy 1.

Measurement: Articulated plan for programmatic/curriculum changes to improve the first-time pass rate of any licensure/endorsement area identified through Strategy 1.

Objective #4: Increasing the percentage of secondary school classes taught in core academic subject areas by teachers who demonstrate by means of rigorous content area assessment a high level of subject area mastery and a thorough knowledge of the state's academic content and performance standards.

Note: Given the data (See HQT table) on percentage of highly qualified teachers, the deans and directors believe this objective has been satisfied.

Strategy:

Measurement:

Objective #5: Increasing the percentage of elementary school classes taught by teachers who demonstrate by means of a high level of performance in core academic subject areas their mastery of the state academic content and performance standards.

Strategy:

Measurement:

Note: Given the data (see HQT table) on percentage of highly qualified teachers, the deans and directors believe this objective has been satisfied.

**Statewide HQT Percentages by District, Subject Area
All School Levels (Elementary, Middle & Secondary) and All Subject Areas**

School Year: 2009-2010
Reporting Period: 120D

All Course Subject Areas	Total HQT Yes (A)	Total HQT No (B)	Total Classes (C)	Percent HQT (D)
Secondary School	25,466	204	26,670	99.2%
Middle School	15,029	71	15,100	99.5%
Elementary School	15,478	57	15,535	99.6%
All Schools	59,088	348	59,436	99.4%

Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy: Through recruitment and retention, increase the number of math and science program completers from 2007-08 baseline data by 50 percent by 2012.

Measurement: The deans and directors say that they met this goal for the 2010 EARS report and that they will continue to report to see if this is a sustained trend.

2007-2008 (A)			2008-2009 (B)			2009-2010 (C)			2010-2011 (D)		
Math	Science	Sum	Math	Science	Sum	Math	Science	Sum	Math	Science	Sum
40	48	88	72	64	136	40	48	88			
% increase from baseline year			51.5%			0%					

DATA LIMITATIONS AND RECOMMENDATIONS

The report indicates the following data limitations and makes some recommendations to address them:

1. NMTA scores are not always correctly attributed to the preparing institutions because student’s self-report affiliation. In 2009-2010, based upon the EARS recommendation, the deans and directors in conjunction with PED, attempted to work with Pearson to modify NMTA application procedures to validate students’ institutional affiliation, but they were unable to implement an effective and efficient means to achieve this goal.

Recommendation 1: Include in the 2012 EARS, the revised Title II NMTA reporting for test scores of students who are enrolled but are not program completers, for a more accurate picture of the pass-rates of students taking content and competency exams that have completed related coursework.

2. The financial aspect of the EARS report does not capture the role of colleges of arts and sciences in the preparation of candidates, although colleges of arts and sciences typically provide 70 to 80 percent of all coursework leading to the preparation of secondary educators. This is an issue beyond the scope of this report.
3. In some institutions, information technology for data gathering does not collect all the data needed to generate the EARS report, thus requiring manual data collection and analysis.

Recommendation 2: Participating institutions develop similar data systems that address EARS reporting needs. PED and HED should involve the deans and directors of teacher education in ongoing work to create a fully functional PK-20 longitudinal data system.

4. Currently, neither the colleges of education nor PED can accurately report the number and percentage of candidates hired by New Mexico school districts. STARS did not ask for the name of the institution in which the teachers complete their licensure program. While PED has recently implemented the collection of this data, a review of data for 2009-2010 revealed discrepancies in its accuracy.

Recommendation 3: PED needs to work with appropriate stakeholders to ensure the information in STARS regarding the institution preparing the candidate for licensure is accurate.

5. The responsibility of compiling individual institutional reports and summary data has been left to deans and directors. Because of a desire to ensure data that reflect an accurate measure of the status of initial licensure programs in New Mexico, the deans and directors have attempted to verify with individual institutions any data which appear to have discrepancies in preparing the EARS report.

Recommendation 4: Responsibility to compile institutional reports and summary data, as well as accountability to submit and verify data cannot be the sole responsibility of deans and directors.

6. There are now four EARS reports available to examine trend data (2008-2011).

Recommendation 5: Trend data will be noted in the 2012 report.

PRESENTERS

For this presentation, two of the deans involved in the preparation of this report will provide additional information:

- Dr. Michael A. Morehead, Chair, NMAACTE, and Dean, College of Education, NMSU; and
- Dr. Jerry Harmon, 2011 EARS Writer, NMAACTE, and Dean, College of Education and Technology, ENMU

ACRONYMS USED IN THIS STAFF BRIEF

EARS: Educator Accountability Reporting System

GPA: Grade Point Average

HED: Higher Education Department

LESC: Legislative Education Study Committee

NCLB: No Child Left Behind Act of 2001

NMAACTE: New Mexico American Association of Colleges of Teacher Education

NMTA: New Mexico Teacher Assessment

PK-20: Pre-kindergarten through post-graduate

PED: Public Education Department

STARS: Student Teacher Accountability Reporting System

TEARS: Teacher Education Accountability Reporting System

**New Mexico
2011 Educator Accountability Reporting System (EARS)
Report**

Introduction

The NM Educator Accountability Reporting System (EARS) is a unified system that measures how well colleges, schools, or departments of education are performing in the preparation of educators (teachers, administrators, and counselors). The Deans and Directors of the teacher preparation programs in New Mexico, forming the New Mexico American Association of Colleges of Teacher Education (NMAACTE) work together to collaboratively gather and report this data on an annual basis.

The annual statewide teacher education accountability report complies with Section 22-10A-19.2 NMSA 1978 by including 1) demographic and performance characteristics of teacher education students at NMPED approved institutions, 2) financial measures and other accountability measures, and 3) institutional evaluation plans based upon high performance objectives.

The statute requires the data from the EARS to be reported into the NMPED department's student/teacher accountability reporting system (STARS); implementation will occur when technically feasible.

The central purpose of this report is to contribute to the state's efforts to establish and maintain a seamless pre-kindergarten through post-graduate system of education. Seamless educational reform efforts in NM require systematic and comprehensive data to make appropriate policy decisions. Institutions of higher education, K-12 districts, the NM Public Education Department, the NM Higher Education Department, state legislators, and the general public need to be informed regarding the quality of educator preparation.

The EARS report is intended to help inform the decisions made by the Legislature and Governor as they work to improve education in New Mexico. The EARS report will also help education schools improve their practices in regard to 1) preparing highly effective educators, 2) connecting curriculum and learning experiences to the needs of schools, and 3) hiring terminally-degreed faculty who have public school experience, and 4) remain active in service and research in the PK-20 culture.

Parameters

This report intends to:

- Align data to the National Council for the Accreditation of Teacher Education (NCATE) standards and assessment system needs that focus on student learning, quality of faculty, and unit operations.
- Utilize NCATE definitions embedded into EARS operational definitions

- Honor different missions of community colleges, comprehensive institutions, and research institutions. Community colleges are more focused on local practice, placement, and employment as outcomes. The programs are more specific to the local districts and their employment needs. Comprehensive institutions are broader in their constituents, focus on teaching and service to the profession, and respond regionally. Research institutions are differentiated by their doctoral programs, as well as focusing on statewide research to practice.
- Connected to PK-12 NMPED data to reinforce a seamless PK-20 reporting system
- Include all initial (including alternative) and advanced licensure programs
- When applicable, each annual EARS report will encompass data from the previous summer, fall, and spring.
- The 2011 EARS Report contributes to the establishment of baseline data (initiated in 2008) to be used in future analyses of trends and overall performance.

The 2011 EARS Narrative

The public and private four-year institutions in New Mexico have been preparing teachers since the late 1880's, and this mission has been foundational in the evolution of these institutions. More recently, since 2003, Community Colleges have partnered with the four-year institutions in the preparation of teachers, and more recently have offered alternative licensure programs.

All institutions with educator preparation programs must maintain a competency driven, national standards-based curriculum through joint NM/NCATE accreditations or through the NCATE partnership with the NMPED.

Data of the 2011 EARS revealed the following:

1. *Educator preparation programs consistently attract academically prepared candidates per CGPA, NMTA, and ACT or SAT scores.*

Summary Table 3 shows the cumulative grade point averages upon admission to programs at 3.3 average for undergraduate candidates, 3.47 for graduate candidates, and 3.3 for alternative licensure candidates on the traditional 4-point scale. An NMTA Basic Skills first time pass rate of 84.7% corroborates these values.

NMTA scores consistently range from 268 to 275 over three years of data for undergraduate, graduate, and alternative licensure candidates.

ACT or SAT scores have consistently ranged between 20.2 to 20.5

Over the past three years of EARS data, CGPA , NMTA, and ACT/SAT indicators have remained very consistent and can be considered to be reliable entry-level data for the combined institutions of New Mexico with approved teacher education programs.

2. Standards for admission to teacher education programs use common factors that enhance transparency and seamless transferability among institutions.

Reported data aligns well with the Teacher Education Compact and the statewide 2+2 articulation agreement. The state's colleges and programs all use a combination of previous CGPA for all coursework, NMTA scores, and application packets that include references, writing samples, and evidence of tutoring or work with children as well as interviews with candidates. Evidence of these common factors is found in the presentation of admission and exit requirements found in each institution's report.

3. Educator preparation programs strive to mirror student population data with state ethnicity data.

National data indicate that more than 80% of the U.S. public school teachers are White (American Association of Colleges for Teacher Education, 2010). In New Mexico, 2010-2011 EARS data, as well as three-year trend data, provide evidence that students enrolled in New Mexico's educator preparation programs draw near the ethnic populations in the state.

4. Field and clinical experiences are designed to connect classroom practices to candidate preparation.

All educator preparation programs in the state, standard or alternative licensure, engage candidates in practical classroom experiences at the beginning, middle, and end of their programs that meet or exceed NMPED regulations. Evidence of contact hours in schools is found in each institution's report. While all field and clinical experiences meet NCATE standards, there are limitations to institutional supervision provided to candidates due to fiscal constraints.

5. The field and clinical experience candidates are placed with highly qualified teachers, as defined by NCLB.

It is common across all programs that teacher candidates are placed in classrooms where there are accredited schools, teachers who are highly qualified, have at least three years of experience, and are in good standing with the school district. Interns are placed with administrators and counselors in accredited schools and agencies, mentors with advanced licensure status, have at least three years of experience, and are in good

standing with the school district. Evidence of each institution's placement practices are found in the institutional data.

6. One goal of teacher preparation programs is to recruit, prepare, and graduate candidates in high need areas of mathematics, science, and special education.

Summary Table 5 shows the numbers of Title II completers in mathematics, science, technology, and special education. These data indicate major academic preparation. Math and science average at 53 program completers per year and special education majors are averaging 135 completers per year.

Further incentives are needed to recruit and retain qualified students in these majors and endorsement areas. The Woodrow Wilson Foundation proposal for UNM, NMSU, and ENMU rejected by the Governor is a good example of an incentivized program. This program would prepare up to 90 math or science teachers over a 7 year period of time from each institution.

7. The 2011 EARS contains significant improvements in financial data collection and analysis. Three conclusions are available.

Financial representatives from each institution collaborated in the development of a formula that standardizes budget, expenditure, student credit hour generation, revenues, and cost per student credit hour figures. Minor differences in definitions and interpretation still exist across institutions and we will continue to address them.

Two firm conclusions from this year's data are available. First, the average cost per student credit hour in initial licensure preparation coursework exceeds the reimbursable amount for Tier 1 (higher education funding formula) and upper division coursework where most of UG educator preparation occurs. Second, revenue generated exceeds the adjusted instructional support budgets to maintain initial licensure programs. Third, the lower and typical entry salaries for teacher education professionals do not compete with public education funding.

Evaluation Plan

The Educator Accountability Report shall include an evaluation plan that indicates high performance objectives. The plan shall include objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on the first attempt, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives. (SB211)

The ability to establish a state-wide evaluation plan with common measurements and strategies across all educator preparation programs requires the establishment of baseline data. Some of these data have been collected through the 2007-08, 2008-09, 2009-2010, and 2010-2011 (T)EARS reports. Other data require the establishment of the PK-20 data system, new data indicators in STARS, and/or baseline data from NMPED.

Objectives/Strategies/Measurements

Objective #1: Increasing student achievement for all students.

Strategy: Collaborate with P-20 stakeholders in developing an assessment system linking student performance to teacher performance

Measurement: Development of student achievement assessment system linked to teacher performance.

Objective #2: Increasing teacher and administrator retention, particularly in the first three years of a teacher or administrator's career.

Strategy: Need baseline data on teacher and administrator retention from NMPED to determine strategy and measurement.

Measurement: Need baseline data on teacher and administrator retention from NMPED to determine strategy and measurement.

Objective #3: Increasing the percentage of students who pass the NM Teacher Assessments (NMTA) for initial licensure on the first attempt (includes teacher and administrator exams).

Notes:

First-time test-taker data includes test scores of individuals taking exams in areas in which they have not completed related coursework. Statewide first-time pass rates on the Basic Skills, Elementary Competency, Educational Administrator and most content exams reflect strong first-time pass rates (See Summary Table 4 for all 2009-2010 NMTA data).

Strategy: Analyze baseline data gained from the 2007-08 and 2008-09 EARS reports. Develop strategies for any exam areas in which passing scores are below 80%. NMPED was asked to provide student data associated with the first-time pass rate report so institutions could verify students and identify an accurate statewide percentage. We did not receive this report. However, the early childhood exam was identified as one of the greatest areas of concern with regards to a low pass rate. Faculty from ENMU did an analysis of the testing issues and identified specific strategies programs could implement to support a more successful pass rate on this exam. This information was shared and discussed at a state-wide early childhood faculty retreat in fall 2011. Several institutions are working to implement changes to curriculum to better prepare students for this exam.

Measurement: NMTA Early Childhood Exam, state-wide first-time pass rate of 80% or higher of students who have completed the coursework in an early childhood teacher preparation program by 2015.

Objective #4: Increasing the percentage of secondary school classes taught in core academic subject areas by teachers who demonstrate by means of rigorous content area assessment a high level of subject area mastery and a thorough knowledge of the state's academic content and performance standards.

Note: Given the data (See HQT table in Objective 5) on percentage of highly qualified teachers, we believe this objective has been satisfied.

Strategy:

Measurement:

Objective #5: Increasing the percentage of elementary school classes taught by teachers who demonstrate by means of a high level of performance in core academic subject areas their mastery of the state academic content and performance standards.

Strategy:

Measurement:

Note: Given the data (See HQT table) on percentage of highly qualified teachers, we believe this objective has been satisfied.

Statewide HQT Percentages by District, Subject Area
All School Levels (Elementary, Middle & Secondary) and All Subject Areas

School Year: 2009-2010

Reporting Period: 120D

All Course Subject Areas	Total HQT Yes (A)	Total HQT No (B)	Total Classes (C)	Percent HQT (D)
Secondary School	25,466	204	26,670	99.2%
Middle School	15,029	71	15,100	99.5%
Elementary School	15,478	57	15,535	99.6%
All Schools	59,088	348	59,436	99.4%

Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy: Through recruitment and retention, increase the number of math and science program completers from 2007-08 baseline data by 50% by 2012.

Measurement: We met this goal for the 2010 EARS report. We will continue to report to see if this is a sustained trend.

2007-08 (A)			2008-09 (B)			2009-2010 (C)			2010-2011 (D)		
Math	Science	Sum	Math	Science	Sum	Math	Science	Sum	Math	Science	Sum
40	48	88	72	64	136	40	48	88			
% increase from baseline year			51.5%			0%					

Limitations of the Data

1. NMTA scores are not always correctly attributed to the preparing institutions because student self report affiliation. In 2009-2010, based upon the EARS recommendation, the NMAACTE, in conjunction with NMPED, attempted to work with Pearson to modify NMTA application procedures to validate students' institutional affiliation, but were unable to implement an effective and efficient means to achieve this.

Recommendation 1: Include in the 2012 EARS, the revised Title II NMTA reporting for test scores of students that are enrolled but are not program completers, for a more accurate picture of the pass-rates of students taking content and competency exams that have completed related coursework.

2. The financial aspect of the EARS report does not capture the role of colleges of arts and sciences in the preparation of candidates, although Colleges of Arts and Sciences typically provide 70%-80% of all coursework leading to the preparation of secondary educators. This is an issue beyond the scope of this report.
3. In some institutions, information technology for data gathering does not collect all the data needed to generate the EARS report, thus requiring manual data collection and analysis.

Recommendation 2: Participating institutions develop similar data systems that address EARS reporting needs. NMPED and NMHED should involve NMAACTE deans and directors of teacher education in ongoing work to create a fully functional PK-20 longitudinal data system.

4. Currently, neither the colleges of education nor the NMPED can accurately report the number and percentage of candidates hired by New Mexico school districts. STARS did not ask for the name of the institution in which the teachers' complete their licensure

program. While NMPED has recently implemented the collection of this data, a review of data for 2009-2010 revealed discrepancies in its accuracy.

Recommendation 3: NMPED needs to work with appropriate stakeholders to ensure the information in STARS regarding the institution preparing the candidate for licensure is accurate.

5. The responsibility of compiling individual institutional reports and summary data has been left to members of the NMAACTE. Because of a desire to ensure data which reflects an accurate measure of the status of initial licensure programs in New Mexico, members of the NMAACTE have attempted to verify with individual institutions any data which appear to have discrepancies in preparing the EARS report.

Recommendation 4: Responsibility to compile institutional reports and summary data, as well as, accountability to submit and verify data cannot be the sole responsibility of members of the NMAACTE.

6. There are now four EARS reports available to examine trend data (2008-2011).

Recommendation 5: Trend data will be noted in the 2012 report.

7. All reporting EARS institutions and the NMPED are responsible for a separate annual Title II reports to the federal government. Some of the data in both reports are identical but most are different. Two different sets of data may cause conflicting interpretations for preparing data from institutional research departments and colleges of education.

Recommendation 6: Align the 2012 EARS with the annual Title II reporting data.

Respectfully submitted,

Michael Morehead
Chair, NMAACTE
Dean, College of Education, NMSU

Jerry Harmon
2011 EARS Writer, NMAACTE
Dean, College of Education and Technology, ENMU

2011 Education Accountability Reporting System (EARS) Summary Tables

Legend

NA – Not applicable, no program exists

Not Avail. – Not available, no data is available

Not Reported – No data reported among other institutional data submitted

Blank Cells – No institutional participation

**Summary Table 1
2010-2011 Licensure Program Enrollments
(Initial, Advanced, and Alternative Licensure Programs Combined)
(Summer 10, Fall 10, Spring 2011)**

Institutions	Early Childhood (A)	Elem Educ. (B)	Secondary Educ. (C)	Special Educ. (D)	K- 12 (E)	PTE or CTTE (F)	Counseling (G)	Educ. Lead (H)	Institutional Total (I)	Institutional % of Total Enrollment (J)
Research Universities										
NM State University	247	609	399	74	35	0	77	159	1600	25%
University of NM	137	690	317	186	70	0	61	46	1507	23%
Comprehensive Universities & Colleges										
Eastern NM University	35	137	102	87	28	69	79	69	600	9%
NM Highlands	69	212	12	101	0	0	149	103	646	10%
NM Tech	0	0	19	0	0	0	0	0	19	.002%
Northern NMC	Not Reported								245	4%
Western NM	16	112	85	35	5	2	41	86	382	6%
Community Colleges										
Central NM CC	21	120	121	172	0	0	0	0	434	7%
San Juan	0	20	23	11	0	0	0	0	54	1%

College										
Sante Fe CC	33	152	143	54	0	0	0	0	382	6%
Private Universities & Colleges										
University of the SW	12	36	30	15	22	0	90	14	219	3%
Wayland Baptist	0	49	13	0	0	0	0	19	81	1%
University of Phoenix	0	243	27	15	0	0	0	0	285	4%
Licensure Total	570	2380	1291	750	155	71	497	496	6454	

Source: Institutions

Summary Table 2
2010-2011 Licensure Program Enrollments by Ethnicity
(Initial, Advanced, and Alternative Licensure Programs Combined)
(Summer 10, Fall 10, Spring 2011)

Institutions	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American	African American	Asian/Pacific Islander Hawaiian	Non Resident Alien	Not Reported or 2 or more races
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
Research Universities										
NM State University	1600	381	1219	512	822	52	40	16	NA	158
University of NM	1507	327	1180	726	519	141	21	22	15	62
Comprehensive Universities										
Eastern NM University	600	156	454	386	185	7	21	4	0	4
NM Highlands	646	150	496	233	315	49	14	2	0	33
NM Tech	19	7	12	14	5	0	0	0	NA	0
Northern NM College	245	48	197	64	159	19	5	2	NA	6
Western NM University	382	102	280	179	135	32	2	8	NA	27
Community Colleges										
Central NM CC	434	143	291	286	110	7	19	7	NA	5
San Juan College	54	13	41	40	7	7	0	0	NA	0
Sante Fe CC	382	121	261	193	90	6	3	7	NA	83
Private Universities and Colleges										
University of the SW	219	56	163	68	55	0	12	1	NA	82

Wayland Baptist	81	22	59	59	15	0	3	3	NA	1
University of Phoenix	275	57	228	107	92	4	9	4	NA	69
Total	5808	1433	4358	2634	2194	275	135	74	15	497
2011 Percentage		25%	75%	45%	38%	5%	2%	1%	.002%	9%
2009 Percentage		26%	74%	44%	39%	5.6%	2%	1%	5%	
* NM Demographics		49.4%	50.6%	40.5%	46.3%	9.7%	2.1%	1.5%	NA	3.7%

*Source: <http://quickfacts.census.gov/qfd/states/35000.html>

Summary Table 3
2010-2011 Teacher Preparation Measures
(Average CGPAs, ACT/SAT, and NMTA Basic Skills Test Scores)

Institution	Undergraduate Program			Graduate Program			Alternative Licensure Program		
	Average GPA at Admission	Ave ACT/SAT upon Admission to Univ	Average NMTA Basic Skills Score	Ave GPA at Admission to Program	Ave ACT/SAT upon Admission to Univ	Average NMTA Basic Skills Score	Average GPA at Admission	Ave ACT/SAT upon Admission to Univ	Average NMTA Basic Skills Score
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
Research Universities									
NM State University	3.37	19.4	264	3.81	19	276	3.69	17.8	272
University of NM	3.25	21	266	3.52	23	268	3.34	23	278
Comprehensive Universities & Colleges									
Eastern NM	3.24	20.3	263	NA	NA	NA	3.46	19.9	267
NM Highlands	2.96	NA	252	3.24	NA	NA	NA	NA	NA
NM Tech	Not Reported	Not Reported	296	NA	NA	NA	NA	NA	NA
Northern NM	3.35	NA	266	3.14	NA	272	NA	NA	NA
Western NM	3.20	NA	265	3.83	NA	279	4.0	NA	282
Community Colleges									
Central NM CC	3.28	NA	275	NA	NA	NA	NA	NA	NA
San Juan College	NA	NA	NA	NA	NA	NA	3.40	NA	Not Reported
Sante Fe CC	NA	NA	NA	NA	NA	NA	3.42	NA	277
Private Universities & Colleges									
University of the SW	3.69	NA	257	3.26	NA	NA	NA	NA	NA

Wayland Baptist	3.55	Not Reported	271	3.71	Not Reported	271	NA		NA
University of Phoenix	3.11	NA	Not Reported	3.58	NA	Not Reported	NA	NA	NA
2011 Average	3.33	20.2	268	3.51	21	273	3.56	20.2	275
2009 Average	3.3	Not Reported	269	3.47	Not Reported	273	3.3	Not Reported	275

Source: Institutions

Table 4
Annual Summary of Test Results: Initial and Cumulative
Results by Test and Institution Where Received Highest Degree
Program Year: September 2009- June 2010

Notes:

¹ **Number of first-time takers:** Number of examinees registering for and completing a test for the first time during the reporting period.

² **Initial % passed:** The number of examinees achieving a passing score at the first attempt divided by the total number of examinees who completed the test for the first time, expressed as a percentage. Each examinee is counted only once.

³ **Total number of test takers:** The total number of examinees registered for and completing that test during the reporting period. Each examinee is counted only once.

⁴ **Cumulative & passed:** The total number of examinees achieving a passing score as the best performance for the test during the reporting period divided by the total number of examinees registered for and completing the same test during the same reporting period. Each examinee is counted only once.

Note: Test takers report the institution from which they received their highest degree, not necessarily the institution where they prepared for licensure. In addition, institution is self-reported by test takers and does not necessarily reflect the actual institution they received their highest degree.

Source: Pearson Testing, provided through the New Mexico Department of Education

Summary Table 5
2009-2010 Academic Year
Title II Licensure Programs Completers: Math, Science, Technology, and Special Education
Majors

Institution	Math (A)	Science (B)	Technology (C)	Special Education (D)
Research Universities				
NM State University	6	6	15	32
University of NM	17	10	0	68
Comprehensive Colleges and Universities				
Eastern NM University	3	0	0	38
NM Highlands University	1	0	0	14
NM Institute Mining & Technology	1	1	0	0
Northern NM College	1	6	0	3
Western NM University	1	3	0	6
Community Colleges				
Central NM Community College	15	13	0	53
San Juan College	3	4	0	0
Sante Fe Community College	3	3	0	10
Private Colleges and Universities				
University of the Southwest	0	1	0	0
Wayland Baptist University	0	0	1	0
University of Phoenix	0	0	0	0
State Total 2011	51	47	16	224
State Total 2010	68	64	24	121
State Total 2009	40	48	20	61
3 Year Average 2009-2011	53	53	20	135

Note: These data only reflect program completers for secondary math, science, technology, and special education. They do not include program completers for elementary with endorsements in math, science, and/or technology.

Source: Institutions

**Summary Table 6
Degrees Granted for Initial Licensure
2009-2010 Academic Year**

	ECE or ECME		ELED		SED		PTE/CTTE	SPED		K-12		COUN	EDAD	Total of Institutions	% of Degrees by Institution
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
	UG	G	UG	G	UG	G	UG	UG	G	UG	G	G	G	UG and G	UG and G
Research Universities															
NMSU	17	0	102	11	31	5	NA	30	18	35	12	14	31	306	25%
UNM	11	0	166	37	64	41	NA	24	44	34	0	16	23	460	37%
Comprehensive Colleges and Universities															
ENMU	11	0	54	0	28	0	14	4	0	11	0	8	8	138	11%
NMHU	15	0	62	0	2	0	0	8	13	0	0	23	45	168	14%
NMT	Not Available*														
NNMC	0	0	6	0	0	0	NA	0	0	0	0	0	0	6	.004%
WNMU	3	0	11	4	4	12	NA	3	8	0	0	18	20	83	7%
Community Colleges															
CNM	Not Available*														
SJC															
SFCC															
Private Colleges and Universities															
USW	4	0	8	0	5	0	NA	3	0	0	0	13	5	38	3%
WBU	0	0	3	10	0	6	NA	0	0	0	0	0	15	34	3%
UP	Not Reported														
Licensure Area Total	61	0	412	62	134	64	14	72	83	80	12	92	147	1233	
% of Degrees	5%	0	33%	5%	11%	5%	1%	6%	7%	6%	1%	7%	12%		

<i>Program</i>							
<i>Initial Licensure Programs</i>	552	183,709	576,323			\$946	412.8%
Western NM University	71,193	18,331,939	15,057,765			\$191	102.3%
<i>College/Education Program</i>	8997	3,145,493	1,825,606	44,301	63,367	\$184	72.3%
<i>Initial Licensure Programs</i>	5885	2,136,402	1,535,471			\$184	89.5%
Community Colleges							
Central NM Community College	609,344	93,442,541	52,160,590			\$102	76%
<i>College/Education Program</i>	14,178	2,034,333	714,514	57,273	60,433	\$50	40%
<i>Initial Licensure Programs</i>	3,843	512,426	193,572			\$90	43%
San Juan College	160,138	27,970,526	29,125,496			Not Reported	112.9%
<i>College/Education Program</i>	52,050	7,015,954	5,234,381	37,376	68,945	Not Reported	80.9%
<i>Initial Licensure Programs</i>	783	104,405	Not Reported			Not Reported	Not Reported
Sante Fe Comm College	97,567	13,009,584	15,873,487			\$165	143%
<i>College/Education Program</i>	4035	538,027	364,685	60,475	65,410	\$106	80%
<i>Initial Licensure Programs</i>	2735	364,685	247,190			\$106	80%
Private Universities and Colleges							
University of the Southwest	Private Institution Not Reported					Private Institution Not Reported	
<i>College/Education Program</i>				Not Reported	Not Reported		
<i>Initial Licensure Programs</i>							
Waylands Baptist University	Private Institution Not Reported					Private Institution Not Reported	
<i>College/Education Program</i>				Not Reported	Not Reported		
<i>Initial Licensure Programs</i>							
Univ. of Phoenix	Private Institution Not Reported			Not Reported	Not Reported	Private Institution Not Reported	
<i>College/Education Program</i>							
<i>Initial Licensure Programs</i>							

*The EARS 2011 writing group lacks confidence in this data to draw any inferences beyond the % of Adjusted Inst Supp Budget to Inst Revenue Generated.

EARS 2011



Educational Accountability Reporting System

ENMU College of Education and Technology

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Central New Mexico Community College	170-184
Santa Fe Community College	185-200
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Private Universities and Colleges	
University of Phoenix	217-233
University of the Southwest	234-259
Wayland Baptist	260-274



Office of the Dean
College of Education and Technology
ENMU Station 25
Portales, NM 88130

7 December 2011

TO: The Honorable Rick Miera, Chair, Legislative Education Study Committee

FROM: Dr. Jerry Harmon, Dean, Eastern New Mexico University
Mr. Matthew Montano, Manager, Educator Quality Division, NMPED

RE: 2011 Educator Accountability Reporting System (EARS) Report

Attached is the 2011 report in response to Section 22-10A-19.2 NMSA 1978 (SB211 of 2007); otherwise referred to as the annual Educator Accountability Reporting System (EARS). Since the previous report provided in December 2010, many individuals from the institutions mentioned below contributed to its development. The 2011 EARS findings provide accountability measures and solid foundations for the maintenance and reform of best practices in teacher preparation for New Mexico.

1

With gratitude, we thank the LESC for listening to the report and to the individuals and institutions who provided data.

- Central New Mexico College: Erika Volkers, Director
- University of the Southwest: Mary Harris, Dean
- Eastern New Mexico University: Jerry Harmon, Dean
- LESC: Frances Maestas, Director
- LESC: Phil Baca, Analyst
- New Mexico Highlands University: Michael Anderson, Dean
- New Mexico State University: Michael Morehead, Dean
- New Mexico Tech: Michelle Osowski, Director
- Northern New Mexico College: Cathy Berryhill, Dean
- San Juan College: Linda Fredericks, Coordinator
- Santa Fe Community College: Bethany Muller, Director
- University of New Mexico: Richard Howell, Dean; and Wendy Marsh Kappy, COE Institutional Research
- Wayland Baptist University: Jim Todd, Dean, and Peggy Morris, Associate Professor
- Western New Mexico University: Patricia Manzanares-Gonzales, Dean

cc:

The Honorable Cynthia Nava, Vice-Chair, Legislative Education Study Committee
Frances Maestas, Director, Legislative Education Study Committee
Matthew Montano, Manager, Educator Quality Division

New Mexico 2011 Educator Accountability Reporting System (EARS) Report

Introduction

The NM Educator Accountability Reporting System (EARS) is a unified system that measures how well colleges, schools, or departments of education are performing in the preparation of educators (teachers, administrators, and counselors). The Deans and Directors of the teacher preparation programs in New Mexico, forming the New Mexico American Association of Colleges of Teacher Education (NMAACTE) work together to collaboratively gather and report this data on an annual basis.

The annual statewide teacher education accountability report complies with Section 22-10A-19.2 NMSA 1978 by including 1) demographic and performance characteristics of teacher education students at NMPED approved institutions, 2) financial measures and other accountability measures, and 3) institutional evaluation plans based upon high performance objectives.

The statute requires the data from the EARS to be reported into the NMPED department's student/teacher accountability reporting system (STARS); implementation will occur when technically feasible.

The central purpose of this report is to contribute to the state's efforts to establish and maintain a seamless pre-kindergarten through post-graduate system of education. Seamless educational reform efforts in NM require systematic and comprehensive data to make appropriate policy decisions. Institutions of higher education, K-12 districts, the NM Public Education Department, the NM Higher Education Department, state legislators, and the general public need to be informed regarding the quality of educator preparation.

The EARS report is intended to help inform the decisions made by the Legislature and Governor as they work to improve education in New Mexico. The EARS report will also help education schools improve their practices in regard to 1) preparing highly effective educators, 2) connecting curriculum and learning experiences to the needs of schools, and 3) hiring terminally-degreed faculty who have public school experience, and 4) remain active in service and research in the PK-20 culture.

Parameters

This report intends to:

- Align data to the National Council for the Accreditation of Teacher Education (NCATE) standards and assessment system needs that focus on student learning, quality of faculty, and unit operations.
- Utilize NCATE definitions embedded into EARS operational definitions

- Honor different missions of community colleges, comprehensive institutions, and research institutions. Community colleges are more focused on local practice, placement, and employment as outcomes. The programs are more specific to the local districts and their employment needs. Comprehensive institutions are broader in their constituents, focus on teaching and service to the profession, and respond regionally. Research institutions are differentiated by their doctoral programs, as well as focusing on statewide research to practice.
- Connected to PK-12 NMPED data to reinforce a seamless PK-20 reporting system
- Include all initial (including alternative) and advanced licensure programs
- When applicable, each annual EARS report will encompass data from the previous summer, fall, and spring.
- The 2011 EARS Report contributes to the establishment of baseline data (initiated in 2008) to be used in future analyses of trends and overall performance.

The 2011 EARS Narrative

The public and private four-year institutions in New Mexico have been preparing teachers since the late 1880's, and this mission has been foundational in the evolution of these institutions. More recently, since 2003, Community Colleges have partnered with the four-year institutions in the preparation of teachers, and more recently have offered alternative licensure programs.

All institutions with educator preparation programs must maintain a competency driven, national standards-based curriculum through joint NM/NCATE accreditations or through the NCATE partnership with the NMPED.

Data of the 2011 EARS revealed the following:

1. *Educator preparation programs consistently attract academically prepared candidates per CGPA, NMTA, and ACT or SAT scores.*

Summary Table 3 shows the cumulative grade point averages upon admission to programs at 3.3 average for undergraduate candidates, 3.47 for graduate candidates, and 3.3 for alternative licensure candidates on the traditional 4-point scale. An NMTA Basic Skills first time pass rate of 84.7% corroborates these values.

NMTA scores consistently range from 268 to 275 over three years of data for undergraduate, graduate, and alternative licensure candidates.

ACT or SAT scores have consistently ranged between 20.2 to 20.5

Over the past three years of EARS data, CGPA , NMTA, and ACT/SAT indicators have remained very consistent and can be considered to be reliable entry-level data for the combined institutions of New Mexico with approved teacher education programs.

2. Standards for admission to teacher education programs use common factors that enhance transparency and seamless transferability among institutions.

Reported data aligns well with the Teacher Education Compact and the statewide 2+2 articulation agreement. The state's colleges and programs all use a combination of previous CGPA for all coursework, NMTA scores, and application packets that include references, writing samples, and evidence of tutoring or work with children as well as interviews with candidates. Evidence of these common factors is found in the presentation of admission and exit requirements found in each institution's report.

3. Educator preparation programs strive to mirror student population data with state ethnicity data.

National data indicate that more than 80% of the U.S. public school teachers are White (American Association of Colleges for Teacher Education, 2010). In New Mexico, 2010-2011 EARS data, as well as three-year trend data, provide evidence that students enrolled in New Mexico's educator preparation programs draw near the ethnic populations in the state.

4. Field and clinical experiences are designed to connect classroom practices to candidate preparation.

All educator preparation programs in the state, standard or alternative licensure, engage candidates in practical classroom experiences at the beginning, middle, and end of their programs that meet or exceed NMPED regulations. Evidence of contact hours in schools is found in each institution's report. While all field and clinical experiences meet NCATE standards, there are limitations to institutional supervision provided to candidates due to fiscal constraints.

5. The field and clinical experience candidates are placed with highly qualified teachers, as defined by NCLB.

It is common across all programs that teacher candidates are placed in classrooms where there are accredited schools, teachers who are highly qualified, have at least three years of experience, and are in good standing with the school district. Interns are placed with administrators and counselors in accredited schools and agencies, mentors with advanced licensure status, have at least three years of experience, and are in good

standing with the school district. Evidence of each institution's placement practices are found in the institutional data.

6. One goal of teacher preparation programs is to recruit, prepare, and graduate candidates in high need areas of mathematics, science, and special education.

Summary Table 5 shows the numbers of Title II completers in mathematics, science, technology, and special education. These data indicate major academic preparation. Math and science average at 53 program completers per year and special education majors are averaging 135 completers per year.

Further incentives are needed to recruit and retain qualified students in these majors and endorsement areas. The Woodrow Wilson Foundation proposal for UNM, NMSU, and ENMU rejected by the Governor is a good example of an incentivized program. This program would prepare up to 90 math or science teachers over a 7 year period of time from each institution.

7. The 2011 EARS contains significant improvements in financial data collection and analysis. Three conclusions are available.

Financial representatives from each institution collaborated in the development of a formula that standardizes budget, expenditure, student credit hour generation, revenues, and cost per student credit hour figures. Minor differences in definitions and interpretation still exist across institutions and we will continue to address them.

Two firm conclusions from this year's data are available. First, the average cost per student credit hour in initial licensure preparation coursework exceeds the reimbursable amount for Tier 1 (higher education funding formula) and upper division coursework where most of UG educator preparation occurs. Second, revenue generated exceeds the adjusted instructional support budgets to maintain initial licensure programs. Third, the lower and typical entry salaries for teacher education professionals do not compete with public education funding.

Evaluation Plan

The Educator Accountability Report shall include an evaluation plan that indicates high performance objectives. The plan shall include objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on the first attempt, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives. (SB211)

The ability to establish a state-wide evaluation plan with common measurements and strategies across all educator preparation programs requires the establishment of baseline data. Some of these data have been collected through the 2007-08, 2008-09, 2009-2010, and 2010-2011 (T)EARS reports. Other data require the establishment of the PK-20 data system, new data indicators in STARS, and/or baseline data from NMPED.

Objectives/Strategies/Measurements

Objective #1: Increasing student achievement for all students.

Strategy: Collaborate with P-20 stakeholders in developing an assessment system linking student performance to teacher performance

Measurement: Development of student achievement assessment system linked to teacher performance.

Objective #2: Increasing teacher and administrator retention, particularly in the first three years of a teacher or administrator's career.

Strategy: Need baseline data on teacher and administrator retention from NMPED to determine strategy and measurement.

Measurement: Need baseline data on teacher and administrator retention from NMPED to determine strategy and measurement.

Objective #3: Increasing the percentage of students who pass the NM Teacher Assessments (NMTA) for initial licensure on the first attempt (includes teacher and administrator exams).

Notes:

First-time test-taker data includes test scores of individuals taking exams in areas in which they have not completed related coursework. Statewide first-time pass rates on the Basic Skills, Elementary Competency, Educational Administrator and most content exams reflect strong first-time pass rates (See Summary Table 4 for all 2009-2010 NMTA data).

Strategy: Analyze baseline data gained from the 2007-08 and 2008-09 EARS reports. Develop strategies for any exam areas in which passing scores are below 80%. NMPED was asked to provide student data associated with the first-time pass rate report so institutions could verify students and identify an accurate statewide percentage. We did not receive this report. However, the early childhood exam was identified as one of the greatest areas of concern with regards to a low pass rate. Faculty from ENMU did an analysis of the testing issues and identified specific strategies programs could implement to support a more successful pass rate on this exam. This information was shared and discussed at a state-wide early childhood faculty retreat in fall 2011. Several institutions are working to implement changes to curriculum to better prepare students for this exam.

Measurement: NMTA Early Childhood Exam, state-wide first-time pass rate of 80% or higher of students who have completed the coursework in an early childhood teacher preparation program by 2015.

Objective #4: Increasing the percentage of secondary school classes taught in core academic subject areas by teachers who demonstrate by means of rigorous content area assessment a high level of subject area mastery and a thorough knowledge of the state's academic content and performance standards.

Note: Given the data (See HQT table in Objective 5) on percentage of highly qualified teachers, we believe this objective has been satisfied.

Strategy:

Measurement:

Objective #5: Increasing the percentage of elementary school classes taught by teachers who demonstrate by means of a high level of performance in core academic subject areas their mastery of the state academic content and performance standards.

Strategy:

Measurement:

Note: Given the data (See HQT table) on percentage of highly qualified teachers, we believe this objective has been satisfied.

**Statewide HQT Percentages by District, Subject Area
All School Levels (Elementary, Middle & Secondary) and All Subject Areas**

School Year: 2009-2010

Reporting Period: 120D

All Course Subject Areas	Total HQT Yes (A)	Total HQT No (B)	Total Classes (C)	Percent HQT (D)
Secondary School	25,466	204	26,670	99.2%
Middle School	15,029	71	15,100	99.5%
Elementary School	15,478	57	15,535	99.6%
All Schools	59,088	348	59,436	99.4%

Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy: Through recruitment and retention, increase the number of math and science program completers from 2007-08 baseline data by 50% by 2012.

Measurement: We met this goal for the 2010 EARS report. We will continue to report to see if this is a sustained trend.

2007-08 (A)			2008-09 (B)			2009-2010 (C)			2010-2011 (D)		
Math	Science	Sum	Math	Science	Sum	Math	Science	Sum	Math	Science	Sum
40	48	88	72	64	136	40	48	88			
% increase from baseline year			51.5%			0%					

Limitations of the Data

1. NMTA scores are not always correctly attributed to the preparing institutions because student self report affiliation. In 2009-2010, based upon the EARS recommendation, the NMAACTE, in conjunction with NMPED, attempted to work with Pearson to modify NMTA application procedures to validate students' institutional affiliation, but were unable to implement an effective and efficient means to achieve this.

Recommendation 1: Include in the 2012 EARS, the revised Title II NMTA reporting for test scores of students that are enrolled but are not program completers, for a more accurate picture of the pass-rates of students taking content and competency exams that have completed related coursework.

2. The financial aspect of the EARS report does not capture the role of colleges of arts and sciences in the preparation of candidates, although Colleges of Arts and Sciences typically provide 70%-80% of all coursework leading to the preparation of secondary educators. This is an issue beyond the scope of this report.
3. In some institutions, information technology for data gathering does not collect all the data needed to generate the EARS report, thus requiring manual data collection and analysis.

Recommendation 2: Participating institutions develop similar data systems that address EARS reporting needs. NMPED and NMHED should involve NMAACTE deans and directors of teacher education in ongoing work to create a fully functional PK-20 longitudinal data system.

4. Currently, neither the colleges of education nor the NMPED can accurately report the number and percentage of candidates hired by New Mexico school districts. STARS did not ask for the name of the institution in which the teachers' complete their licensure

program. While NMPED has recently implemented the collection of this data, a review of data for 2009-2010 revealed discrepancies in its accuracy.

Recommendation 3: NMPED needs to work with appropriate stakeholders to ensure the information in STARS regarding the institution preparing the candidate for licensure is accurate.

5. The responsibility of compiling individual institutional reports and summary data has been left to members of the NMAACTE. Because of a desire to ensure data which reflects an accurate measure of the status of initial licensure programs in New Mexico, members of the NMAACTE have attempted to verify with individual institutions any data which appear to have discrepancies in preparing the EARS report.

Recommendation 4: Responsibility to compile institutional reports and summary data, as well as, accountability to submit and verify data cannot be the sole responsibility of members of the NMAACTE.

6. There are now four EARS reports available to examine trend data (2008-2011).

Recommendation 5: Trend data will be noted in the 2012 report.

7. All reporting EARS institutions and the NMPED are responsible for a separate annual Title II reports to the federal government. Some of the data in both reports are identical but most are different. Two different sets of data may cause conflicting interpretations for preparing data from institutional research departments and colleges of education.

Recommendation 6: Align the 2012 EARS with the annual Title II reporting data.

Respectfully submitted,

Michael Morehead
Chair, NMAACTE
Dean, College of Education, NMSU

Jerry Harmon
2011 EARS Writer, NMAACTE
Dean, College of Education and Technology, ENMU

2011 Education Accountability Reporting System (EARS) Summary Tables

Legend

NA – Not applicable, no program exists

Not Avail. – Not available, no data is available

Not Reported – No data reported among other institutional data submitted

Blank Cells – No institutional participation

**Summary Table 1
2010-2011 Licensure Program Enrollments
(Initial, Advanced, and Alternative Licensure Programs Combined)
(Summer 10, Fall 10, Spring 2011)**

Institutions	Early Childhood (A)	Elem Educ. (B)	Secondary Educ. (C)	Special Educ. (D)	K- 12 (E)	PTE or CTTE (F)	Counseling (G)	Educ. Lead (H)	Institutional Total (I)	Institutional % of Total Enrollment (J)
Research Universities										
NM State University	247	609	399	74	35	0	77	159	1600	25%
University of NM	137	690	317	186	70	0	61	46	1507	23%
Comprehensive Universities & Colleges										
Eastern NM University	35	137	102	87	28	69	79	69	600	9%
NM Highlands	69	212	12	101	0	0	149	103	646	10%
NM Tech	0	0	19	0	0	0	0	0	19	.002%
Northern NMC	Not Reported								245	4%
Western NM	16	112	85	35	5	2	41	86	382	6%
Community Colleges										
Central NM CC	21	120	121	172	0	0	0	0	434	7%
San Juan College	0	20	23	11	0	0	0	0	54	1%

Sante Fe CC	33	152	143	54	0	0	0	0	382	6%
Private Universities & Colleges										
University of the SW	12	36	30	15	22	0	90	14	219	3%
Wayland Baptist	0	49	13	0	0	0	0	19	81	1%
University of Phoenix	0	243	27	15	0	0	0	0	285	4%
Licensure Total	570	2380	1291	750	155	71	497	496	6454	

Source: Institutions

Summary Table 2
2010-2011 Licensure Program Enrollments by Ethnicity
(Initial, Advanced, and Alternative Licensure Programs Combined)
(Summer 10, Fall 10, Spring 2011)

Institutions	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American	African American	Asian/Pacific Islander Hawaiian	Non Resident Alien	Not Reported or 2 or more races
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
Research Universities										
NM State University	1600	381	1219	512	822	52	40	16	NA	158
University of NM	1507	327	1180	726	519	141	21	22	15	62
Comprehensive Universities										
Eastern NM University	600	156	454	386	185	7	21	4	0	4
NM Highlands	646	150	496	233	315	49	14	2	0	33
NM Tech	19	7	12	14	5	0	0	0	NA	0
Northern NM College	245	48	197	64	159	19	5	2	NA	6
Western NM University	382	102	280	179	135	32	2	8	NA	27
Community Colleges										
Central NM CC	434	143	291	286	110	7	19	7	NA	5
San Juan College	54	13	41	40	7	7	0	0	NA	0
Sante Fe CC	382	121	261	193	90	6	3	7	NA	83
Private Universities and Colleges										
University of the SW	219	56	163	68	55	0	12	1	NA	82
Wayland	81	22	59	59	15	0	3	3	NA	1

Baptist										
University of Phoenix	275	57	228	107	92	4	9	4	NA	69
Total	5808	1433	4358	2634	2194	275	135	74	15	497
2011 Percentage		25%	75%	45%	38%	5%	2%	1%	.002%	9%
2009 Percentage		26%	74%	44%	39%	5.6%	2%	1%	5%	
* NM Demographics		49.4%	50.6%	40.5%	46.3%	9.7%	2.1%	1.5%	NA	3.7%

*Source: <http://quickfacts.census.gov/qfd/states/35000.html>

Summary Table 3
2010-2011 Teacher Preparation Measures
(Average CGPAs, ACT/SAT, and NMTA Basic Skills Test Scores)

Institution	Undergraduate Program			Graduate Program			Alternative Licensure Program		
	Average GPA at Admission	Ave ACT/SAT upon Admission to Univ	Average NMTA Basic Skills Score	Ave GPA at Admission to Program	Ave ACT/SAT upon Admission to Univ	Average NMTA Basic Skills Score	Average GPA at Admission	Ave ACT/SAT upon Admission to Univ	Average NMTA Basic Skills Score
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
Research Universities									
NM State University	3.37	19.4	264	3.81	19	276	3.69	17.8	272
University of NM	3.25	21	266	3.52	23	268	3.34	23	278
Comprehensive Universities & Colleges									
Eastern NM	3.24	20.3	263	NA	NA	NA	3.46	19.9	267
NM Highlands	2.96	NA	252	3.24	NA	NA	NA	NA	NA
NM Tech	Not Reported	Not Reported	296	NA	NA	NA	NA	NA	NA
Northern NM	3.35	NA	266	3.14	NA	272	NA	NA	NA
Western NM	3.20	NA	265	3.83	NA	279	4.0	NA	282
Community Colleges									
Central NM CC	3.28	NA	275	NA	NA	NA	NA	NA	NA
San Juan College	NA	NA	NA	NA	NA	NA	3.40	NA	Not Reported
Sante Fe CC	NA	NA	NA	NA	NA	NA	3.42	NA	277
Private Universities & Colleges									
University of the SW	3.69	NA	257	3.26	NA	NA	NA	NA	NA
Wayland	3.55	Not	271	3.71	Not	271	NA		NA

Baptist		Reported			Reported				
University of Phoenix	3.11	NA	Not Reported	3.58	NA	Not Reported	NA	NA	NA
2011 Average	3.33	20.2	268	3.51	21	273	3.56	20.2	275
2009 Average	3.3	Not Reported	269	3.47	Not Reported	273	3.3	Not Reported	275

Source: Institutions

Table 4
Annual Summary of Test Results: Initial and Cumulative
Results by Test and Institution Where Received Highest Degree
Program Year: September 2009- June 2010

Notes:

¹ **Number of first-time takers:** Number of examinees registering for and completing a test for the first time during the reporting period.

² **Initial % passed:** The number of examinees achieving a passing score at the first attempt divided by the total number of examinees who completed the test for the first time, expressed as a percentage. Each examinee is counted only once.

³ **Total number of test takers:** The total number of examinees registered for and completing that test during the reporting period. Each examinee is counted only once.

⁴ **Cumulative & passed:** The total number of examinees achieving a passing score as the best performance for the test during the reporting period divided by the total number of examinees registered for and completing the same test during the same reporting period. Each examinee is counted only once.

Note: Test takers report the institution from which they received their highest degree, not necessarily the institution where they prepared for licensure. In addition, institution is self-reported by test takers and does not necessarily reflect the actual institution they received their highest degree.

Source: Pearson Testing, provided through the New Mexico Department of Education

**Summary Table 5
2009-2010 Academic Year**

Title II Licensure Programs Completers: Math, Science, Technology, and Special Education Majors

Institution	Math (A)	Science (B)	Technology (C)	Special Education (D)
Research Universities				
NM State University	6	6	15	32
University of NM	17	10	0	68
Comprehensive Colleges and Universities				
Eastern NM University	3	0	0	38
NM Highlands University	1	0	0	14
NM Institute Mining & Technology	1	1	0	0
Northern NM College	1	6	0	3
Western NM University	1	3	0	6
Community Colleges				
Central NM Community College	15	13	0	53
San Juan College	3	4	0	0
Sante Fe Community College	3	3	0	10
Private Colleges and Universities				
University of the Southwest	0	1	0	0
Wayland Baptist University	0	0	1	0
University of Phoenix	0	0	0	0
State Total 2011	51	47	16	224
State Total 2010	68	64	24	121
State Total 2009	40	48	20	61
3 Year Average 2009-2011	53	53	20	135

Note: These data only reflect program completers for secondary math, science, technology, and special education. They do not include program completers for elementary with endorsements in math, science, and/or technology.

Source: Institutions

**Summary Table 6
Degrees Granted for Initial Licensure
2009-2010 Academic Year**

	ECE or ECME		ELED		SED		PTE/CTTE		SPED		K-12		COUN	EDAD	Total of Institutions	% of Degrees by Institution
	(A)		(B)		(C)		(D)		(E)		(F)		(G)	(H)	(I)	
	UG	G	UG	G	UG	G	UG	G	UG	G	UG	G	G	G	UG and G	UG and G
Research Universities																
NMSU	17	0	102	11	31	5	NA	30	18	35	12	14	31	306	25%	
UNM	11	0	166	37	64	41	NA	24	44	34	0	16	23	460	37%	
Comprehensive Colleges and Universities																
ENMU	11	0	54	0	28	0	14	4	0	11	0	8	8	138	11%	
NMHU	15	0	62	0	2	0	0	8	13	0	0	23	45	168	14%	
NMT	Not Available*															
NNMC	0	0	6	0	0	0	NA	0	0	0	0	0	0	6	.004%	
WNMU	3	0	11	4	4	12	NA	3	8	0	0	18	20	83	7%	
Community Colleges																
CNM	Not Available*															
SJC																
SFCC																
Private Colleges and Universities																
USW	4	0	8	0	5	0	NA	3	0	0	0	13	5	38	3%	
WBU	0	0	3	10	0	6	NA	0	0	0	0	0	15	34	3%	
UP	Not Reported															
Licensure Area Total	61	0	412	62	134	64	14	72	83	80	12	92	147	1233		
% of Degrees by Area	5%	0	33%	5%	11%	5%	1%	6%	7%	6%	1%	7%	12%			

*Alternative licensure and post-baccalaureate programs do not grant degrees

**Summary Table 8
2010-2011 Licensure Program
Financial Data***

**Expenditures per Student Credit Hour/Percent of Instructional Support vs Instructional
Revenue/Faculty Compensation
(Rounded to the Nearest Dollar)**

Institution	2010-2011 Total Unrestricted SCH	Formula Revenue Generated	Adjusted Instructional Support Budget (including fringe benefits) (C)	Full-Time Instructional Compensation		Expenditures (\$ per SCH (with fringe benefits)) (F)	% of Adjusted Inst Supp Budget to Inst Revenue Generated (G)
				Minimum (D)	Maximum (E)		
Research Universities							
NM State University	437,208	141,772,292	113,353,449			\$259	94.2%
<i>College/Education Program</i>	48,373	19,005,812	12,689,069	53,000	83,907	\$262	78.6%
<i>Initial Licensure Programs</i>	27,563	11,228,643	7,910,562			\$241	83%
University of NM	637,099	187,977,839	167,205,781			\$255	106%
<i>College/Education Program</i>	74,485	25,911,088	16,067,519	54,825	130,549	\$221	83.6%
<i>Initial Licensure Programs</i>	33,843	11,054,412	8,615,324			\$233	93.4%
Comprehensive Universities and Colleges							
Eastern NM University	116,032	30,779,488	20,289,600			\$170	77.3%
<i>College/Education Program</i>	27,072	9,857,320	3,804,914	42,845	76,303	\$147	45.3%
<i>Initial Licensure Programs</i>	12,334	4,879,218	1,762,883			\$150	42.4%
NM Highlands University	83,511	32,956,774	20,935,753			\$251	79.7%
<i>College/Education Program</i>	20,652	8,588,547	2,594,445			\$126	37.9%
<i>Initial Licensure Programs</i>	8160	3,393,466	1,025,104			\$126	37.9%
NM Institute Mining & Technology	Not Reported					Not Reported	
<i>College/Education Program</i>				Not Reported	Not Reported		
<i>Initial Licensure Programs</i>							
Northern NM College	40,479	7,654,705	5,782,230			\$153	88.6%
<i>College/Education Program</i>	1510	453,127	576,323	58,950	72,050	\$346	149.1%
<i>Initial Licensure Programs</i>	552	183,709	576,323			\$946	412.8%
Western NM University	71,193	18,331,939	15,057,765			\$191	102.3%
<i>College/Education Program</i>	8997	3,145,493	1,825,606	44,301	63,367	\$184	72.3%
<i>Initial Licensure Programs</i>	5885	2,136,402	1,535,471			\$184	89.5%

Community Colleges							
Central NM Community College	609,344	93,442,541	52,160,590			\$102	76%
<i>College/Education Program</i>	14,178	2,034,333	714,514	57,273	60,433	\$50	40%
<i>Initial Licensure Programs</i>	3,843	512,426	193,572			\$90	43%
San Juan College	160,138	27,970,526	29,125,496			Not Reported	112.9%
<i>College/Education Program</i>	52,050	7,015,954	5,234,381	37,376	68,945	Not Reported	80.9%
<i>Initial Licensure Programs</i>	783	104,405	Not Reported			Not Reported	Not Reported
Sante Fe Comm College	97,567	13,009,584	15,873,487			\$165	143%
<i>College/Education Program</i>	4035	538,027	364,685	60,475	65,410	\$106	80%
<i>Initial Licensure Programs</i>	2735	364,685	247,190			\$106	80%
Private Universities and Colleges							
University of the Southwest	Private Institution Not Reported					Private Institution Not Reported	
<i>College/Education Program</i>				Not Reported	Not Reported		
<i>Initial Licensure Programs</i>							
Waylands Baptist University	Private Institution Not Reported					Private Institution Not Reported	
<i>College/Education Program</i>				Not Reported	Not Reported		
<i>Initial Licensure Programs</i>							
Univ. of Phoenix	Private Institution Not Reported			Not Reported	Not Reported	Private Institution Not Reported	
<i>College/Education Program</i>							
<i>Initial Licensure Programs</i>							

*The EARS 2011 writing group lacks confidence in this data to draw any inferences beyond the % of Adjusted Inst Supp Budget to Inst Revenue Generated.

New Mexico
Education Accountability Reporting System (EARS)
November 2011
New Mexico State University

Overview:

Mission of the University: New Mexico State University (NMSU) is the state's land grant university, serving the educational needs of New Mexico's diverse population through comprehensive programs of education, research, extension education and public service.

Mission of the College of Education: The Mission of the College of Education (COED)

is to serve the people of New Mexico through education, research, extension, and public service with specific emphasis on innovative practices, overcoming barriers to learning, international activities, technology, and literacy for the diverse populations of New Mexico, surrounding states and border communities. NMSU's geographic location and its status as a land-grant institution drive both the University's and the unit's mission. As a result, the College fulfills NMSU's mission by serving constituents in both urban and rural settings and along the U.S.-Mexico border.

The Teacher Education Program (TEP) includes programs in Counseling Education and Psychology; Curriculum and Instruction; Educational Management and Development; Human Performance, Dance and Recreation; Special Education and Communication Disorders; Agriculture Extension Education; Family and Consumer Sciences Education; and Music Education.

**2011 New Mexico
Education Accountability Reporting System:
Teacher Preparation Indicators/Outcome Measures**

Indicator #1: Demographic Data: The total count of all currently admitted and enrolled students into licensure programs (initial, advanced, and alternative) accredited by the state of NM. (SB211-Sec. C)

Please Note: Admitted and enrolled is an unduplicated head count of enrolled students in beginning or advanced licensure coursework and who are already admitted into the teacher education program.

**Indicator Table 1 Demographic Data
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)**

NMPED Approved Programs	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Other/Not Reported
Early Childhood Education	247	8	239	52	154	4	11	3	23
Elementary Education	609	89	520	212	315	22	11	6	43
Secondary Education	399	196	203	139	204	6	12	5	33
Special Education	74	12	62	22	35	3	3	1	10
K-12 (e.g., Art Ed, Music Ed, Physical Ed)	35	15	20	18	1	0	0	0	16
Counseling Education	77	15	62	26	35	0	1	0	15
Educational Leadership	159	46	113	43	78	17	2	1	18
Total	1600	381	1219	512	822	52	40	16	158

Source: Institution

Note: These data do not include programs for the continuing education or professional development of licensed teachers/educators.

Indicator #2: Standards for Entry/Exit: Standards for entry and exit refer to the admissions and program completer requirements for NMPED approved teacher education licensure programs. (SB211-Sec. C.1)

Please Note: Standards may include but are not limited to major GPA, Cumulative GPA (all time, or specific terms specified), NMTA test scores, ACT/SAT scores, interviews, completed general education requirements, interest inventories, etc. These must be in common across all institutions to account for the 2-4 year transfer compact.

**Indicator Table 2 Standard for Entry/Exit
2010-2011 Academic Year**

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME	<ul style="list-style-type: none"> • 2.5 minimum GPA • Completion of 55 credit hours • C or better in ENGL 111, 211/311 and Math 111/112, 115/120 • C or better in EMD 101, 250; EDLT 368; CEP 210; EDUC 315; SPED 350 • 240+ on the NMTA Basic Skills Exam • 240+ on the NMTS Content Exam • Admission to TEP • TEP Portfolio Component score of 70 or better 	<ul style="list-style-type: none"> • Cumulative 2.5 minimum GPA • Fulfillment of all NMSU undergraduate general education requirements • C or better in all Education prerequisite courses • C or better in all Education courses • Successful completion of 132 undergraduate credits; minimum of 55 credits in courses numbered 300 or above • 240+ on the NMTA Content Exam • Successful completion of student teaching
UG Initial: ELEM	<ul style="list-style-type: none"> • 2.5 minimum GPA • Completion of 55 credit hours • C or better in ENGL 111, 211/311 and Math 111/112, 115/120 • C or better in EMD 101, 250; EDLT 368; CEP 210; EDUC 315; SPED 350 • 240+ on the NMTA Basic Skills Exam • 240+ on the NMTS Content Exam • Admission to TEP • TEP Portfolio Component score of 70 or better 	<ul style="list-style-type: none"> • Cumulative 2.5 minimum GPA • Fulfillment of all NMSU undergraduate general education requirements • C or better in all Education prerequisite courses • C or better in all Education courses • Successful completion of 132 undergraduate credits; minimum of 55 credits in courses numbered 300 or above • 240+ on the NMTA Content Exam • Successful completion of

		student teaching
UG Initial: SEC ED	<ul style="list-style-type: none"> • 2.5 minimum GPA • Completion of 55 credit hours • C or better in ENGL 111, 211/311 and Math 111/112, 115/120 • C or better in EMD 101, 250; EDLT 368; CEP 210; EDUC 315; SPED 350 • 240+ on the NMTA Basic Skills Exam • 240+ on the NMTS Content Exam • Admission to TEP • TEP Portfolio Component score of 70 or better 	<ul style="list-style-type: none"> • Cumulative 2.5 minimum GPA • Fulfillment of all NMSU undergraduate general education requirements • C or better in all Education prerequisite courses • C or better in all Education courses • Successful completion of 132 undergraduate credits; minimum of 55 credits in courses numbered 300 or above • 240+ on the NMTA Content Exam • Successful completion of student teaching
UG Initial: SPED	<ul style="list-style-type: none"> • 2.5 minimum GPA • Completion of 55 credit hours • C or better in ENGL 111, 211/311 and Math 111/112, 115/120 • C or better in EMD 101, 250; EDLT 368; CEP 210; EDUC 315; SPED 350 • 240+ on the NMTA Basic Skills Exam • 240+ on the NMTS Content Exam • Admission to TEP • TEP Portfolio Component score of 70 or better 	<ul style="list-style-type: none"> • Cumulative 2.5 minimum GPA • Fulfillment of all NMSU undergraduate general education requirements • C or better in all Education prerequisite courses • C or better in all Education courses • Successful completion of 132 undergraduate credits; minimum of 55 credits in courses numbered 300 or above • 240+ on the NMTA Content Exam • Successful completion of student teaching
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	<ul style="list-style-type: none"> • 2.5 minimum GPA • Completion of 55 credit hours • C or better in ENGL 111, 211/311 and Math 111/112, 115/120 • C or better in EMD 101, 250; EDLT 368; CEP 210; EDUC 315; SPED 350 • 240+ on the NMTA Basic Skills Exam • 240+ on the NMTS Content Exam • Admission to TEP 	<ul style="list-style-type: none"> • Cumulative 2.5 minimum GPA • Fulfillment of all NMSU undergraduate general education requirements • C or better in all Education prerequisite courses • C or better in all Education courses • Successful completion of 132 undergraduate credits; minimum of 55 credits in courses numbered 300 or above

	<ul style="list-style-type: none"> • TEP Portfolio Component score of 70 or better 	<ul style="list-style-type: none"> • 240+ on the NMTA Content Exam • Successful completion of student teaching
Others (specific to institutions)		
G Initial: ECE or ECME	<ul style="list-style-type: none"> • 3.0 minimum GPA • B or better in EDUC 515, 518, 530 and SPED 500 • C or better in Math 111 or College Level Math • 240+ on the NMTA Basic Skills Exam • 240+ on the NMTA Content Exam • Admission to TEP • TEP Portfolio Component score of 70 or better • Admitted to the Graduate School at NMSU 	<ul style="list-style-type: none"> • Cumulative 3.0 minimum GPA • B or better in all Education courses • Successful completion of 32 graduate credits • Successful completion of Student Teaching • Successful completion of Comprehensive Exam
G Initial: ELEM	<ul style="list-style-type: none"> • 3.0 minimum GPA • B or better in EDUC 515, 518, 530 and SPED 500 • C or better in Math 111 or College Level Math • 240+ on the NMTA Basic Skills Exam • 240+ on the NMTA Content Exam • Admission to TEP • TEP Portfolio Component score of 70 or better • Admitted to the Graduate School at NMSU 	<ul style="list-style-type: none"> • Cumulative 3.0 minimum GPA • B or better in all Education courses • Successful completion of 32 graduate credits • Successful completion of Student Teaching • Successful completion of Comprehensive Exam
G Initial: SEC ED	<ul style="list-style-type: none"> • 3.0 minimum GPA • B or better in EDUC 515, 518, 530 and SPED 500 • C or better in Math 111 or College Level Math • 240+ on the NMTA Basic Skills Exam • 240+ on the NMTA Content Exam • Admission to TEP • TEP Portfolio Component score of 70 or better • Admitted to the 	<ul style="list-style-type: none"> • Cumulative 3.0 minimum GPA • B or better in all Education courses • Successful completion of 32 graduate credits • Successful completion of Student Teaching • Successful completion of Comprehensive Exam

	Graduate School at NMSU	
G Initial: SPED	<ul style="list-style-type: none"> • Admission to TEP • TEP Portfolio Component score of 70 or better • Admitted to the Graduate School at NMSU • B or better in SPED 500 or SPED 350 and SPED 523 or SPED 360 • 3.0 minimum GPA • 240+ on the NMTA Basic Skills Exam • 240+ on the NMTA Content Exam • Must have a current NM teaching license 	<ul style="list-style-type: none"> • Cumulative 3.0 minimum GPA • B or better in all program courses • Successful completion of 34 graduate credits • Successful completion of Student Teaching • Successful completion of Comprehensive Exam
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	<ul style="list-style-type: none"> • Admission to TEP • TEP Portfolio Component score of 70 or better • Admitted to the Graduate School at NMSU • 3.0 minimum GPA • 240+ on the NMTA Basic Skills Exam • 240+ on the NMTA Content Exam 	<ul style="list-style-type: none"> • Successful completion of Comprehensive Exam (oral) • Completion of 32 credit program
Alternative: ECE or ECME		
Alternative: ELEM	<ul style="list-style-type: none"> • Successful completion of a Baccalaureate degree or higher • Admitted to the Graduate School at NMSU • Under contract with a school district structured with an approved mentoring program 	<ul style="list-style-type: none"> • Successful completion of supervision by NMSU faculty in their own classroom over two semesters • B or better in EDUC 515, 557, 558, 575; RDG 560, 561; SPED 500
Alternative: SEC ED	<ul style="list-style-type: none"> • Successful completion of a Baccalaureate degree or higher • Admitted to the Graduate School at NMSU • Under contract with a school district 	<ul style="list-style-type: none"> • Successful completion of supervision by NMSU faculty in their own classroom over two semesters • B or better in EDUC 515, 518, 576, 56_ (Methods class); RDG 514; SPED

	structured with an approved mentoring program	500
Alternative: SPED	<ul style="list-style-type: none"> • Successful completion of a Baccalaureate degree with 30 credit hours in a content field • Admitted to the Graduate School at NMSU • Under contract with a school district structured with an approved mentoring program • Admitted to the Department of Special Education 	<ul style="list-style-type: none"> • B or better in SPED 500, 506, 507, 504, 509, 511, 559 • Successful completion of supervision by approved mentoring program in their own classroom over two years
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Post -Baccalaureate		
Advanced: Counseling	<ul style="list-style-type: none"> • 3.0 Minimum GPA • GRE Scores • Official College Transcripts • Letter of Intent/Professional Statement • 3 Letters of Reference 	<ul style="list-style-type: none"> • Counseling Practicum of 450 hours and Internship of 600 hours • Complete pre-requisite course work
Advanced: Education Leadership	<ul style="list-style-type: none"> • 3.0 Minimum GPA • Teaching license, and three years of full-time teaching experience • Application to department including letter, resume, writing sample, and three letters of recommendation 	<ul style="list-style-type: none"> • Two semesters of internship; 120 hours of field work per semester • Comprehensive Exam • Completion of 33 program hour credits

Source: Institution

Key:

UG Initial: Undergraduate initial licensure

G Initial: Graduate initial licensure

Alternative: Alternative licensure

Post-Baccalaureate: Post-baccalaureate program

Advanced: Advanced licensure

Indicator #3: Number of hours required for field placement and student teaching: The state requires that the field experience hours be reported separately for pre-student teaching, student teaching, and other field experience hours. Alternative licensure is limited by state regulations to 6-21 credits (dependent upon licensure area); therefore, the structure of field experiences must differ from traditional programs.

For the purpose of this report field experience refers to a pre-student teaching and student teaching.

- Pre student teaching or practica is a limited, supervised, but not an all inclusive setting that gradually allows the student full time responsibility.
- Student teaching refers to a formal placement in an educational setting with a period in which typically the student teacher gradually and strategically takes over the entire class planning and teaching responsibilities. It is supervised and typically includes a full semester.

The calculation of on-site or contact hours includes the time that students are in classrooms conducting their assignments, not off-site and other classroom assignments. Other field experience hours are valuable activities that contribute to a diverse experiential foundation. These include but are not limited to related seminar sessions, attending teacher/administrative meetings, participating in parent-teacher conferences, producing a dossier, conducting action research, completing case studies, and community service to schools/human services agencies. (SB211-Sec. C-2)

**Indicator Table 3 Number of Hours for Field Placement and Student Teaching
2010-2011 Academic Year**

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours ²
UG Initial: ECE or ECME	144	525	84
UG Initial: ELEM	165 *550	525	48
UG Initial: SEC ED	122	525	48
UG Initial: SPED	135	525	48
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	122	525	48
G Initial: ECE or ECME	144	525	84
G Initial: ELEM	165	525	48
G Initial: SEC ED	122	525	48
G Initial: SPED	135	525	48
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	122	525	48
¹ Alternative: ECE or ECME	NA	NA	NA
Alternative: ELEM	NA ¹	2100	0

Alternative: SEC ED	NA ¹	2100	0
Alternative: SPED	NA ¹	2100	0
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA	NA
Post –Baccalaureate	NA	NA	NA
Advanced: Counseling	450	0	600
Advanced: Education Leadership	0	0	240

Source: Institution

Notes:

¹ Alternative licensure programs do not include pre-student teaching. Some alternative licensure programs require observation hours; if this is the case, they are reported in the On-site Contact Hours in Pre-Student Teaching column.

² For Counseling and Education Leadership programs, required clinical experience reported here.

Indicator # 4: The academic characteristics of teacher candidates in standard and alternative licensure programs: SB211 asks for the number and percent of students needing developmental coursework upon entering the program. Students needing developmental coursework must complete this coursework BEFORE entering licensure preparation programs. Alternatively, recognized standards of academic preparedness are provided here: average grade point average (CGPA) at admission to program, average ACT/SAT equivalent scores, and average passing score on the NMTA basic skills test. (SB211-Sec. C-3)

Indicator Table 4a Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Standard Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other_____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	All time cumulative	3.37	19.37	20.06	263.63
Graduate	All time cumulative	3.81	19.00	NA	275.73

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected

Indicator Table 4b Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Alternative Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation	Avg. CGPA at Admission to	Avg. ACT/SAT Equivalent Score at	Avg. ACT/SAT Equivalent Score at	Avg. Passing Score on NMTA Basic
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	Method (select one) All time cumulative Major GPA 45 General Education GPA Other_____	Program ²	Admission to Institution for Teacher Education Students ¹	Admission to Institution for All Students ¹	Skills at Admission to Program
Undergraduate	N/A	N/A	N/A	N/A	N/A
Graduate	Departmental	3.69	17.75	20.06	271.75

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected.

³ Alternative licensure candidates record the cumulative GPA of the highest degree earned.

Indicator # 5: Number and Percentage of candidates completing program(s): The number of completers per year is a count of all “completers” of approved licensure programs (e.g., standard, post baccalaureate, advanced, alternative licensure). These data will reveal the typical pipeline information comparing the numbers of candidates admitted in teacher education versus the number of program completers based upon Title II data. These data will produce pipeline trend data of those entering and completing licensure programs. (SB211-Sec. C.4)

**Indicator Table 5 Number and Percentage of Candidates Admitted and Enrolled
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)
And Number of Title II (Licensure) Program Completers 2009-2010 Academic Year
(Summer 2009, Fall 2009, and Spring 2010)**

Licensure Type	Number of Candidates Admitted and Enrolled 2010-2011 Academic Year	Number of Title II or Program Completers 2009-2010 Academic Year	Proportion (Percent) of 2009-10 Program Completers to 2010-11 Candidates Admitted and Enrolled
Standard Licensure Including Post- Baccalaureate	1312	294	22.4%
Alternative Licensure	60	55	91.6%
Advanced Licensure: Counseling	41	14	34.1%
Advanced Licensure: Ed Leadership	159	44	27.6%

Source: Institution

Indicator #6: Number and types of degrees: These data reveal the number and types of degrees awarded to candidates by four year institutions. This does not include certificate programs or 2 year program completers. (SB211-Sec. C.5)

**Indicator Table 6 Number and Types of Degrees
2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)**

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME	17	-	-
UG Initial: ELEM	102	-	-
UG Initial: SEC ED	31	-	-
UG Initial: SPED	30	-	-
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	35	-	-
Other (specific to institutions)	-	-	-
G Initial: ECE or ECME	-	-	-
G Initial: ELEM	-	11	-
G Initial: SEC ED	-	5	-
G Initial: SPED	-	18	-
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	-	12	-
¹ Alternative: ECE or ECME	-	N/A	-
Alternative: ELEM	-	N/A	-
Alternative: SEC ED	-	N/A	-
Alternative: SPED	-	N/A	-
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	-	N/A	-
¹ Post -Baccalaureate	-	N/A	-
Advanced: Counseling	-	14	4
Advanced: Education Leadership	-	31	14
² Other (specific to institution) i.e. masters for	-	-	-

professional development or continuing education for educators in ECE or ECME, ELEM, SED, SPED, & BLED			
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Source: Institution

Note:

¹ Alternative licensure and post-bac programs do not grant degrees

² Added into the Table for 2010

Indicator #7: Description of placement practices: These data reflect the candidate and school placement criteria standards used by each institution for field experiences and student teaching. (SB211-Sec. C.7)

**Indicator Table 7 Placement Practices
2010-2011 Academic Year**

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME	<ul style="list-style-type: none"> • Enrollment in one or more of the following classes: • ECED 257 (Child Care Field Experience I 1-4cr.) • ECED 258 (Child Care Field Experience II 1-4cr.) • ECED 259 (Child Care Field Experience III 1-4cr.) • ECED 260 (Child Care Field Experience IV 1-4cr.) • ECED 327 (Infant Toddler Field Placement 1cr.) • ECED 328 (Preschool 	<ul style="list-style-type: none"> • Enrollment in one-or more of the following classes: • ECED 220 (Early Childhood Education Practicum I 2cr.) • ECED 230 (Early Childhood Education Practicum II 2cr.) • ECED 435 (Methods and Materials for the Early Primary Grades Practicum 2cr.) • ECED 480 (Practicum in Early Childhood Education 1-6cr.) 	<ul style="list-style-type: none"> • Must be admitted to the TEP • Cumulative 2.5 GPA minimum • Must be classified as senior (94 credits or more) • application due one year before • Pass NMTA • Enrollment in ECED 470 (Student Teaching/Seminar 6cr.) 	<ul style="list-style-type: none"> • N/A

	<ul style="list-style-type: none"> Field Placement 1cr.) • ECED 329 (Early Primary Field Placement 1cr.) • ECED 458 (Field Experience Infants Pre-K 1cr.) • ECED 459 (Field Experience K-3 1cr.) 	<ul style="list-style-type: none"> • Consent of instructor or two letters of recommendation from pedagogy faculty 		
UG Initial: ELEM	<ul style="list-style-type: none"> • Enrollment in one or more of the following classes: • EDUC 181 (Field Experience I 1cr.) • EDUC 475 (Contemporary Issues in Education 3cr.) 	<ul style="list-style-type: none"> • Enrollment in one/or more of the following classes: • EDUC 465 (Special topics in Bilingual Education/E SL 1-6cr.) • EDUC 472 (Practicum in Bilingual Education 1-6cr.) • EDUC 490 (TESOL Practicum 3cr.) • EDUC 381 (Field Experience III 2cr.) 	<ul style="list-style-type: none"> • Must be admitted to the TEP • Cumulative 2.5 GPA minimum • Must be classified as a senior • application due one year before • Pass NMTA and content Exam • Enrollment in EDUC 470 (Elementary Student Teaching 9cr.) 	<ul style="list-style-type: none"> • N/A
UG Initial: SEC ED	<ul style="list-style-type: none"> • Enrollment in one/or more of the following classes: • EDUC 181 (Field Experience I 1cr.) • EDUC 381 (Field Experience III 2cr.) 	<ul style="list-style-type: none"> • Enrollment in one/or more of the following classes: • EDUC 460 (Teaching Language Arts at the Middle and HS Level 3cr.) • EDUC 461 (Teaching Social Studies... 3cr.) 	<ul style="list-style-type: none"> • Must complete at least 75% of teaching field courses • Must be admitted to the TEP • Cumulative 2.5 GPA minimum • Must be classified as a senior • application due one year 	<ul style="list-style-type: none"> • N/A

		<ul style="list-style-type: none"> • EDUC 462 (Teaching Mathematics... 3cr.) • EDUC 463 (Teaching Science... 3cr.) • EDUC 464 (Teaching Foreign Language... 3cr.) • EDUC 467 (Teaching Business Education... 3cr.) • EDUC 475 (Contemporary Issues in Education 3cr.) • RDG 414 • See above ELEM column for additional classes. 	<ul style="list-style-type: none"> • before • Pass NMTA and content Exam • Enrollment in EDUC 471 (Secondary Student Teaching 9cr.) 	
UG Initial: SPED	<ul style="list-style-type: none"> • Enrollment in one/or more of the following classes: • SPED 281 (Early Childhood/Special Education Practicum) 	<ul style="list-style-type: none"> • Enrollment in one/or more of the following classes: • SPED 481 (Practicum in Special Education 2-6cr.) • Consent of instructor • EDUC 381 (Field Experience III 2cr.) 	<ul style="list-style-type: none"> • Must be admitted to the TEP • Cumulative 2.5 GPA minimum • Must be classified as a senior • application due one year before • Pass NMTA and Content Exam • Enrollment in SPED 482 (Student Teaching SPED 1-12cr.) or SPED 483 (Early Childhood SPED Student Teaching 6cr.) 	<ul style="list-style-type: none"> • N/A

UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	<ul style="list-style-type: none"> Enrollment in one or more of the following classes: MUS 250 (Introduction to Music Education 1cr.) PE P 315 (Elementary School Physical Education 3cr.) PE P 466 (Methods of Teaching Secondary Physical Education 3cr.) 	<ul style="list-style-type: none"> Must be admitted to the TEP Enrollment in one/or more of the following classes: MUS 346 (Elementary Music Methods 2cr.) MUS 349 (Secondary Music Methods 2cr.) PE P 213 (Practicum I 2cr.) PE P 313 (Practicum I 2cr.) 	<ul style="list-style-type: none"> Pass the piano proficiency exam Must be admitted to the TEP Cumulative 2.5 GPA minimum Must be classified as a senior application due one year before Pass NMTA and Content Exam 	<ul style="list-style-type: none"> N/A
G Initial: ECE or ECME	<ul style="list-style-type: none"> graduate equivalent of above listed undergraduate classes for ECE 	<ul style="list-style-type: none"> graduate equivalent of above listed undergraduate classes for ECE 	<ul style="list-style-type: none"> Pass NMTA Must be Admitted to TEP Complete all teaching field courses application due one year before 	<ul style="list-style-type: none"> N/A
G Initial: ELEM	<ul style="list-style-type: none"> graduate equivalent of above listed undergraduate classes for ELEM 	<ul style="list-style-type: none"> graduate equivalent of above listed undergraduate classes for ELEM 	<ul style="list-style-type: none"> Pass NMTA and Content Exam Must be Admitted to TEP Complete all teaching field courses application due one year before 	<ul style="list-style-type: none"> N/A
G Initial: SEC ED	<ul style="list-style-type: none"> graduate equivalent of above listed undergraduate classes for SEC ED 	<ul style="list-style-type: none"> graduate equivalent of above listed undergraduate classes for SEC ED 	<ul style="list-style-type: none"> Pass NMTA and Content Exam Must be Admitted to TEP Complete all teaching field courses application due one year 	<ul style="list-style-type: none"> N/A

			before	
G Initial: SPED	<ul style="list-style-type: none"> graduate equivalent of above listed undergraduate classes for SPED 	<ul style="list-style-type: none"> graduate equivalent of above listed undergraduate classes for SPED 	<ul style="list-style-type: none"> Pass NMTA and Content Exam Must be Admitted to TEP Complete all teaching field courses application due one year before 	<ul style="list-style-type: none"> N/A
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	<ul style="list-style-type: none"> Enrollment in one/or more of the following courses: MUS 250 (Introduction to Music Education 1cr.) 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Must be admitted to the TEP Cumulative 3.0 GPA minimum 	<ul style="list-style-type: none"> N/A
Alternative: ECE or ECME				
Alternative: ELEM	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Must be admitted to the TEP Cumulative 3.0 GPA minimum Enrollment in one/or more of the following classes: EDUC 557 (Science and Math Methods: Internship 3cr.) EDUC 558 (Social Studies/Language arts Methods Internship 3cr.) Two semesters of supervision from NMSU faculty in candidates own 	<ul style="list-style-type: none"> N/A

			classroom	
Alternative: SEC ED	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Must be admitted to the TEP Cumulative 3.0 GPA minimum Two semesters of supervision from NMSU faculty in candidates own classroom 	<ul style="list-style-type: none"> N/A
Alternative: SPED	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Must be admitted to the TEP Cumulative 3.0 GPA minimum Two years of supervision in the candidates approved mentoring program 	<ul style="list-style-type: none"> N/A
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Post -Baccalaureate				
Advanced: Counseling	<ul style="list-style-type: none"> Must be admitted to the program 	<ul style="list-style-type: none"> Successful completion of the required course work and pre-practicum training. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Successful completion of Counseling Practicum and prerequisite course work Admitted to graduate program at NMSU
Advanced: Education Leadership	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Be enrolled in a graduate program at NMSU Complete and submit Internship

				<p>application to the department along with unofficial transcripts</p> <ul style="list-style-type: none">• 3 years of classroom teaching experience• Complete a minimum of 18 EMD credit hours• Obtain approval from advisor to register for EMD 564
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Source: Institution

2011 New Mexico
 Teacher Education Accountability Report
 Evaluation Plan Objectives

Evaluation Plan

The Educator Accountability Report includes an evaluation plan that indicates high performance objectives. The plan includes objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on the first attempt, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives. (SB211)

Objectives/Strategies/Measurements

Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy:

Measurement: Baseline data gained from 2007-08 and 2008-09 TEARS report will be used to establish state-wide measurement in Spring 2010.

Summary Table 5
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)
Title II Licensure Programs Completers: Math, Science, Technology, and SPED

Institution	Math	Science	Technology	SPED
Research Universities				
NM State University	6	6	15	32
University of NM				
Comprehensive Colleges and Universities				
Eastern NM University				
Highlands University				
NM Institute Mining & Technology				
Northern NM College				
Western NM University				

Community Colleges				
Central NM Community College				***
San Juan College				
Santa Fe Community College				
New Mexico Junior College*				
Private Colleges and Universities				
University of the Southwest				
Wayland Baptist University				
University of Phoenix				
Total				

* Not effective until the 2011-2012 EARS Report

**2010 New Mexico
Teacher Education Accountability Report
Financial Measures**

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 123 in regard to institutions that provide teacher education preparation. (SB123-Sec. E)

Financial Measures 1a Table Instructional Support Formula Revenue Compared to Budget for 2010-2011 Academic Year ¹

	2010-2011 Total Unrestricted SCH	Formula Revenue Generated	Adjusted Instructional Support Formula Revenue Generated ²	Adjusted Instructional Support Budget (including fringe benefits) ³	Adjusted Instructional Support Budget as Percent of Adjusted Instructional Support Revenue Generated
University/Institution	437,208	\$141,772,292	\$120,375,068	\$113,353,449	94.2%
College/Program of Education	48,373	\$19,005,812	\$16,137,327	\$12,689,069	78.6%
Initial Licensure Programs ⁴	27,563	\$11,228,643	\$9,533,941	\$7,910,562	83.0%

Source: Institution

¹ In Tables 1a and 1b, the academic year includes the summer semester.

² The formula has some funding built into it for institutional, rather than academic unit, support. The adjusted formula revenue backs out this funding.

³ The adjusted instructional support budget is the final budget inclusive of all adjustments made to the original budget. Includes balance forward (fund balances). For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college budgets. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

⁴ Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that is licensure preparation related.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1b Table Expenditures and Cost per Student Credit Hour (SCH)
for 2010-2011 Academic Year**

	2010-2011 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits) ¹	Expenditures per SCH (with fringe benefits)
University/Institution	437,208	\$113,353,449	\$259.27
College/Program of Education	48,373	\$12,689,069	\$262.32
Initial Licensure Programs	27,563	\$6,655,669	\$241.47

Source: Institution

¹ For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college expenditures. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1c Table Lowest and Highest Compensation
(Salary + Benefits)
of Full-Time¹ and Part-Time Faculty²**

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3- Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
53,000	83,907	6,625	10,375	3,510	6,783

Source: Institution

Notes:

¹ Full-time faculty include tenure-track and non-tenure-track faculty.

² Excludes graduate teaching assistants.

New Mexico
Education Accountability Reporting System (EARS)
November 2011
University of New Mexico

Overview:

Mission of the University: The mission of the University of New Mexico is to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in **teaching, research, patient care, and community service**. UNM is the only institution in the state classified as a "very high research activity" university in the Carnegie classification system.

UNM's ongoing commitment to these **cornerstones of purpose** serves to:

- Educate and encourage students to develop the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, contribute to the state and national economies, and lead satisfying lives.
- Discover and disseminate new knowledge and creative endeavors that will enhance the overall well-being of society.
- Deliver health care of the highest quality to all who depend on us to keep them healthy or restore them to wellness.
- Actively support social, cultural, and economic development in our communities to enhance the quality of life for all New Mexicans.

UNM College of Education Profile and Core Values

The UNM College of Education strives to address critical education issues within a local, regional, national and international spectrum. The College supports testing of new ideas and approaches to teaching and learning; educates professionals who can facilitate human growth and development in schools, homes, communities, and workplaces; and prepares students for participation in a complex and challenging society. The College believes that professional education should seek to help individuals develop professional understandings, practices, and identities that reflect and support its core values of teaching and learning, scholarship and research, dignity, diversity, social justice, advocacy, collaboration and relationships.

The College of Education at UNM consists of 23 NCATE accredited teacher preparation, school counseling and/or educational leadership programs. The College also houses 17 non-teacher education programs that prepare students for professional careers in affiliated areas.

Within the UNM College of Education, a new culture of "continuous improvement" is being instilled—allowing for innovations to occur across many aspects of our work including the development and implementation of a new student learning outcomes assessment management system to be deployed beginning in spring 2012. Additionally, the College is in the process of providing enhanced undergraduate and graduate student support through the development of a new Center for Student Success. Also, the College continues its commitment to provide high

quality programs and innovative web-based applications to meet the ongoing professional development needs of teachers in New Mexico.

**2011 New Mexico
Education Accountability Reporting System:
Teacher Preparation Indicators/Outcome Measures**

Indicator #1: Demographic Data: The total count of all currently admitted and enrolled students into licensure programs (initial, advanced, and alternative) accredited by the state of NM. (SB211-Sec. C)

Please Note: Admitted and enrolled is an unduplicated head count of enrolled students in beginning or advanced licensure coursework and who are already admitted into the teacher education program.

**Indicator Table 1 Demographic Data
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)
New Race/Ethnicity Reporting Format**

NMPED Approved Programs	N of Unduplicated Enrollments ¹	Male	Female	White	Hispanic	Native American	African American	Asian	Native Hawaiian	Two or More Races	Non-Res Alien	Not Reported
Early Childhood Education	137	5	132	27	50	58		1				1
Elementary Education	690	102	588	318	261	58	8	11	1	5	5	23
Secondary Education	317	126	191	192	89	14	5	4		3	1	9
Special Education	186	35	151	98	60	1	7	3		2	8	7
K-12 (e.g., Art Ed, Music Ed, Physical Ed)	70	31	39	37	25	4		1				3
Counseling Education	61	12	49	27	22	5	1	1		1	1	3
Educational Leadership	46	16	30	27	12	1				1	1	4
Total	1507	327	1180	726	519	141	21	21		12	16	50

Source: Institution

¹ Includes provisionally admitted students.

Note: These data do not include programs for the continuing education or professional development of licensed teachers/educators.

**Indicator Table 1 Demographic Data
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)
Pre-2010-2011 Race/Ethnicity Reporting Format**

NMPED Approved Programs	N of Unduplicated Enrollments ¹	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander ²	Not Reported ³
Early Childhood Education	137	5	132	27	50	58		1	1
Elementary Education	690	102	588	318	261	58	8	12	33
Secondary Education	317	126	191	192	89	14	5	4	13
Special Education	186	35	151	98	60	1	7	3	17
K-12 (e.g., Art Ed, Music Ed, Physical Ed)	70	31	39	37	25	4		1	3
Counseling Education	61	12	49	27	22	5	1	1	5
Educational Leadership	46	16	30	27	12	1			6
Total	1507	327	1180	726	519	141	21	21	78

Source: Institution

¹ Includes provisionally-admitted students.

² Asian and Native Hawaiian combined

³ Not reported, two or more races, and non-resident aliens combined.

Note: These data do not include programs for the continuing education or professional development of licensed teachers/educators.

Indicator #2: Standards for Entry/Exit: Standards for entry and exit refer to the admissions and program completer requirements for NMPED approved teacher education licensure programs. (SB211-Sec. C.1)

Please Note: Standards may include but are not limited to major GPA, Cumulative GPA (all time, or specific terms specified), NMTA test scores, ACT/SAT scores, interviews, completed general education requirements, interest inventories, etc. These must be in common across all institutions to account for the 2-4 year transfer compact.

**Indicator Table 2 Standard for Entry/Exit
2010-2011 Academic Year**

Program	Program Admissions/Entry Standards	Program Completer/Exit Standards
UG Initial: ECE or ECME	<ul style="list-style-type: none"> • Complete general education courses with an overall GPA of 2.5 • Pass the New Mexico Teacher Assessment of Basic Skills Test (240 or better) • Submit the COE application packet to the COE Advisement Center • Pass faculty decision point • Complete Federal background check • Provide proof of liability insurance • Register at the COE Field Services Center 	<ul style="list-style-type: none"> • Complete general education courses with an overall GPA of 2.0 • Complete lower division ECME courses with a GPA of 2.0 • Complete upper division ECME courses with a GPA of 3.0 • Submit completed student teaching logs • Submit and pass the Portfolio reviewed by faculty • Attain a cooperating teacher evaluation of 68 or higher • Pass faculty decision point
UG Initial: ELEM	<ul style="list-style-type: none"> • 2.5 overall GPA • NMTA Basic Skills Test score ≥ 240 • Scored in the top 75 of applicants. Exact cut-off score depends on the number of applicants. Points are awarded for bilingualism, work experience (resume), 3 writing samples, letters of recommendation, and overall application. All applicants are also interviewed by a faculty member, with the interview score added to the portfolio scores. 	<ul style="list-style-type: none"> • Minimum grade of "B" for all courses in the professional sequence. • "Pass" on final portfolio • "Pass" on final student teaching evaluation form. Students must pass with a score of 2 (meets standards) or 3 (exceeds standards). Students are evaluated in 7 core competency areas, which are based on the NM Beginning Teacher Competencies and COE Conceptual Framework Practices. The evaluation instrument is called the Evidence of Practices Student Teaching Evaluation.
UG Initial: SEC ED	<ul style="list-style-type: none"> • 26 hrs. general education courses with an overall GPA ≥ 2.5. • ≥ 2.5 GPA in an academic content area (teaching field) recognized as an endorsement area in New Mexico • NMTA Basic Skills test score ≥ 240 • Pass Faculty Decision Point 	<ul style="list-style-type: none"> • Complete general education courses with an overall GPA ≥ 2.5 • Complete professional teaching field courses with GPA ≥ 2.5 • Receive an acceptable rating on Student Teacher Final Evaluations
UG Initial: SPED	<ul style="list-style-type: none"> • 26 hours of coursework completed GPA ≥ 2.5 • Grade of B or higher in SPCD 201 and 204 • NMTA Basic Skills test score ≥ 240 • Completed application packet approved by three faculty. 	<ul style="list-style-type: none"> • Complete a Professional Presentation that is a synthesis of all coursework and field experiences in the final two semesters • Must maintain a GPA of 2.5 with no grade less than a C in any individual course in the

		major and teaching field.
UG Initial: 7-12 (Health Educ)	<ul style="list-style-type: none"> Overall Gen Ed coursework GPA of 2.5 Pass the New Mexico Teacher Assessment of Basic Skills Test Professional Goals 	<ul style="list-style-type: none"> Program of Studies Review Student Exit Survey
UG Initial: K-12 (Art Ed)	<ul style="list-style-type: none"> GPA of 2.5 NMTA Basic Skills score of 240 B or better in ARTE 310 and ARTE 320 Faculty Decision Point 	<ul style="list-style-type: none"> Degree Audit: POS, GPA min 2.5 Pass all courses and field experiences Participation in graduating student exhibition Faculty Decision Point
UG Initial: K-12 (Physical Educ)	<ul style="list-style-type: none"> Complete general education courses with an overall GPA ≥ 2.5 Complete content area courses with GPA ≥ 2.75 NMTA Basic Skills Test ≥ 240 Cooperating teacher evaluation for sophomore field experience (PEP 245) Submit COE application for faculty review and be accepted into the College of Education Fulfill all Checkpoint 1 requirements with a rating of acceptable or better Submit the Checkpoint 1 application along with Portfolio for faculty review Attain disposition rating of basic or higher 	<ul style="list-style-type: none"> Complete general education courses with an overall GPA ≥ 2.5 Complete content area courses with GPA ≥ 2.75 Receive an acceptable rating on Student Teacher Instructional Evaluations for PEP 400 and 461 Fulfill all Checkpoint 3 requirements with a rating of acceptable or better Submit the Checkpoint 3 application along with Portfolio for faculty review and pass portfolio assessment Program Exit Interview
G Initial: K-12 (Art Ed)	<ul style="list-style-type: none"> GPA of 2.5 NMTA Basic Skills score of 240 B or better in ARTE 310 and ARTE 320 Faculty Decision Point 	<ul style="list-style-type: none"> Degree Audit: POS, GPA min 3.0 Pass all courses and field experiences Program exit survey MA exit requirement MA exit requirement outcome Professional Presentation Faculty Decision Point
Alternative: ELEM	<ul style="list-style-type: none"> 3.0 GPA for undergraduate or other graduate level work NMTA Basic Skills Test score ≥ 240 Scored in the top 75 of applicants. Exact cut-off score depends on the number of applicants. Points are awarded for bilingualism, work experience (resume), 3 writing samples, letters of 	<ul style="list-style-type: none"> Maintain a 3.0 overall GPA for graduate coursework Receive a grade of 3.33 or higher in the Masters Comprehensive Exam Pass portfolio assessment

	<p>recommendation, and overall application. All applicants are also interviewed by a faculty member, with the interview score added to the portfolio scores.</p>	
Alternative: SEC ED	<ul style="list-style-type: none"> • Baccalaureate degree with a minimum overall GPA of 3.0 • 2.5 GPA in a content area recognized as a teaching field in New Mexico • NMTA Basic Skills Test score ≥ 240 • Pass Faculty Decision Point 	<ul style="list-style-type: none"> • Complete teaching field courses with an overall GPA ≥ 2.5 • Maintain a 3.0 or better GPA in all professional education courses. • Receive an acceptable score on the Advanced Field Experience (Student Teaching) Final Evaluation
Alternative: SPED	<ul style="list-style-type: none"> • Bachelor's degree from an accredited institution with a GPA ≥ 3.2 • Applicant files are reviewed by a minimum of three faculty who then give recommendations regarding admission. 	<ul style="list-style-type: none"> • Complete a Comprehensive Examination • Must maintain a GPA of 3.0 with no individual grade below a C.
Advanced: Counseling	<ul style="list-style-type: none"> • Undergraduate GPA ≥ 3.0 • Bachelor's degree • 18 credit hours of upper division (300-400 level) undergraduate and/or graduate course work in behavioral sciences. • Evidence of work or volunteer experience and its relevance to one's development as a counselor. • Three Letters of Recommendation • Personal Statement • Statement demonstrating multicultural competence • Faculty Interview 	<ul style="list-style-type: none"> • Complete all coursework, of with GPA ≥ 3.0 for 54 credit hours. • Pass a master's comprehensive exam demonstrating ability to integrate theory and practice in counseling.
Advanced: Education Leadership	<ul style="list-style-type: none"> • Level II or III NM Teaching License • Application Packet, score of 2 on a 3-pt scale • 3.0 GPA last 60 hrs. of undergrad or of all grad work 	<ul style="list-style-type: none"> • Inquiry Project Presentation $\Rightarrow 3$ (adequate) • Competency Reflection $\Rightarrow 3$ (adequate)

Source: Institution

Key:

UG Initial: Undergraduate initial licensure

G Initial: Graduate initial licensure

Alternative: Alternative licensure

Post-Baccalaureate: Post-baccalaureate program

Advanced: Advanced licensure

Indicator #3: Number of hours required for field placement and student teaching: The state requires that the field experience hours be reported separately for pre-student teaching, student teaching, and other field experience hours. Alternative licensure is limited by state regulations to 6-21 credits (dependent upon licensure area); therefore, the structure of field experiences must differ from traditional programs.

For the purpose of this report field experience refers to a pre-student teaching and student teaching.

- Pre student teaching or practica is a limited, supervised, but not an all inclusive setting that gradually allows the student full time responsibility.
- Student teaching refers to a formal placement in an educational setting with a period in which typically the student teacher gradually and strategically takes over the entire class planning and teaching responsibilities. It is supervised and typically includes a full semester.

The calculation of on-site or contact hours includes the time that students are in classrooms conducting their assignments, not off-site and other classroom assignments. Other field experience hours are valuable activities that contribute to a diverse experiential foundation. These include but are not limited to related seminar sessions, attending teacher/administrative meetings, participating in parent-teacher conferences, producing a dossier, conducting action research, completing case studies, and community service to schools/human services agencies. (SB211-Sec. C-2)

**Indicator Table 3 Number of Hours for Field Placement and Student Teaching
2010-2011 Academic Year**

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours ²
UG Initial: ECE or ECME	270	520	
UG Initial: ELEM	270	450	
UG Initial: SEC ED	75	488	
UG Initial: SPED		900	48
UG Initial: 7-12 (Health Ed)	75	525	
UG Initial: K-12 (Art Ed)	32	375	10
UG Initial: K-12 (Physical Ed)	206	420	
G Initial: K-12 (Art Ed)	32	375	10
Alternative: ELEM		650	
Alternative: SEC ED	75	488	
Alternative: SPED		260	
Advanced: Counseling		240	360
Advanced: Ed Leadership		220	48

Source: Institution

Notes:

¹ Alternative licensure programs do not include pre-student teaching. Some alternative licensure programs require observation hours; if this is the case, they are reported in the On-site Contact Hours in Pre-Student Teaching column.

² For Counseling and Education Leadership programs, required clinical experience reported here.

Indicator # 4: The academic characteristics of teacher candidates in standard and alternative licensure programs: SB211 asks for the number and percent of students needing developmental coursework upon entering the program. Students needing developmental coursework must complete this coursework BEFORE entering licensure preparation programs. Alternatively, recognized standards of academic preparedness are provided here: average grade point average (CGPA) at admission to program, average ACT/SAT equivalent scores, and average passing score on the NMTA basic skills test. (SB211-Sec. C-3)

Indicator Table 4a Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Standard Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method (select one)	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	Varies by program	3.25	21	22	266
Graduate	Varies by program	3.52	23	23	268

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected

Indicator Table 4b Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Alternative Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation	Avg. CGPA at Admission to	Avg. ACT/SAT Equivalent Score at	Avg. ACT/SAT Equivalent Score at	Avg. Passing Score on NMTA Basic
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	Method (select one)	Program ²	Admission to Institution for Teacher Education Students ¹	Admission to Institution for All Students ¹	Skills at Admission to Program
Graduate	Varies by program	3.34	23	23	278

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected.

³ Alternative licensure candidates record the cumulative GPA of the highest degree earned.

Indicator # 5: Number and Percentage of candidates completing program(s): The number of completers per year is a count of all “completers” of approved licensure programs (e.g., standard, post baccalaureate, advanced, alternative licensure). These data will reveal the typical pipeline information comparing the numbers of candidates admitted in teacher education versus the number of program completers based upon Title II data. These data will produce pipeline trend data of those entering and completing licensure programs. (SB211-Sec. C.4)

**Indicator Table 5 Number and Percentage of Candidates Admitted and Enrolled
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)
And Number of Title II (Licensure) Program Completers 2009-2010 Academic Year
(Summer 2009, Fall 2009, and Spring 2010)**

Licensure Type	Number of Candidates Admitted and Enrolled 2010-2011 Academic Year	Number of Title II or Program Completers 2009-2010 Academic Year	Proportion (Percent) of 2009-10 Program Completers to 2010-11 Candidates Admitted and Enrolled
Standard Licensure Including Post- Baccalaureate	1010	299	29.6%
Alternative Licensure	390	128	32.8%
Advanced Licensure: Counseling	61	15	24.6%
Advanced Licensure: Ed Leadership	46	23	50.0%

Source: Institution

Indicator #6: Number and types of degrees: These data reveal the number and types of degrees awarded to candidates by four year institutions. This does not include certificate programs or 2 year program completers. (SB211-Sec. C.5)

**Indicator Table 6 Number and Types of Degrees
2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)**

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME	11		
UG Initial: ELEM	166		
UG Initial: SEC ED	64		
UG Initial: SPED	24		
UG Initial: Health Educ	3		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed) ¹	17		
Other (specific to institutions)			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	14		
² Alternative: ELEM		37	
² Alternative: SEC ED		41	
² Alternative: SPED		44	
Advanced: Counseling		15	
Advanced: Education Leadership ³		23	
Other (specific to institution) i.e. masters for professional development or continuing education for educators in ECE or ECME, ELEM, SED, SPED, & BLED		39	3

Source: Institution

Notes:

¹ Music Education not reported. It is a College of Fine Arts program rather than a College of Education program.

² At UNM, post-bachelors alternative path to licensure programs in elementary, secondary, and special education are imbedded within MA programs, but students can complete licensure preparation without completing the MA. The degrees reported here are for those students who in addition to completing licensure requirements, also completed the MA.

³ Also includes post-masters certificate completions in Educational Leadership with administrative licensure.

Indicator #7: Description of placement practices: These data reflect the candidate and school placement criteria standards used by each institution for field experiences and student teaching. (SB211-Sec. C.7)

**Indicator Table 7 Placement Practices
2010-2011 Academic Year**

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME	<ul style="list-style-type: none"> Retain liability insurance from AFT Complete criminal background check Enroll in the required lecture course for the specific ECME Practica: ECME 117/117L ECME 217/217L ECME 317/317L ECME 417/417L ECME 402/402L Register at the COE Field Placement Center 	<ul style="list-style-type: none"> Lesson plan score of 30 or higher Minimum of 2 observations Attain Disposition rating of Basic (2) or higher Pass Faculty Decision Point 	<ul style="list-style-type: none"> Must complete required courses with a C or better: ECME 101 ECME 103 ECME 111 ECME 115 ECME 117 ECME 117L ECME 202 ECME 217 ECME 217L ECME 220 ECME 230 Prior to enrolling in 440L, the following courses must be completed with a B or better: ECME 305, 315 or 325 (2 of 3) ECME 311 ECME 320 ECME 317 ECME 317L ECME 401 ECME 402 ECME 402L ECME 417 ECME 417L 	N/A
UG Initial: ELEM	<ul style="list-style-type: none"> See Experience Practica 	<ul style="list-style-type: none"> Must complete fingerprinting and a background check Purchase 	<ul style="list-style-type: none"> Must have remaining only student teaching (6 hours) and no more than one additional course. 	N/A

		<p>insurance from the local teachers' union</p> <ul style="list-style-type: none"> • They must have no more than the following course work remaining: 1) The 36 hr professional coursework sequence in Elementary Education (including method courses and student teaching); 2) A maximum of a total of 9 additional hours of teaching field courses or electives. 		
UG Initial: SEC ED	<ul style="list-style-type: none"> • See Experience Practica 	<ul style="list-style-type: none"> • Students must be within 6 hours of completing the combined general education, teaching field, and teaching and learning support requirements. • Hold a 2.5 of better GPA in an academic content area recognized as a secondary academic endorsement area in NM. • Pass NMTA Basic Skills with score of 240 or better • Hold a 2.5 overall GPA • Must complete fingerprinting and a background check. 	<ul style="list-style-type: none"> • Students must achieve and maintain an overall 3.0 GPA or better in teaching and learning support and professional education courses in order to advance to student teaching and complete licensure. • Successful completion of EDUC 360 Teaching Experience I 	N/A

		<ul style="list-style-type: none"> • Proof of insurance 		
UG Initial: SPED	<ul style="list-style-type: none"> • NMTA Basic Skills test score of 240 or higher • Admitted to the Dual License Program • Pass Background Check • Completion of one semester of coursework in the Dual License Program • Classified as a junior • GPA 2.5 or higher with no grade lower than a "C" 	<ul style="list-style-type: none"> • See Experience Observation 	<ul style="list-style-type: none"> • NMTA Basic Skills test score of 240 or higher • Admitted to the Dual License Program • Pass Background Check • Proof of Insurance • Completion of two semesters of coursework in the Dual License Program • Classified as a Senior • GPA 2.5 or higher with no grade lower than a "C" • Second semester of student teaching dependent on successful completion of the first semester 	N/A
UG Initial: Art Ed	<ul style="list-style-type: none"> • ARTE 310 and ARTE 320, minimum B • Assessment prior to student teaching, minimum 2. • Pass Faculty Decision Point 	<ul style="list-style-type: none"> • Enrolled in ARTE 310 or ARTE 320 • Pass NMTA with score of 240 or better • Pass background check • Purchase liability insurance 	<ul style="list-style-type: none"> • Observation of student teaching-ELEMENTARY • Student Disposition • Observation of student teaching-SECONDARY • Student Disposition data-SEC • Pass Faculty Decision Point • Completion of ARTE 310 and ARTE 320 with a B or better • Successful completion of practicum fieldwork • Acceptance into the College of Education 	N/A
UG Initial: Health Ed	<ul style="list-style-type: none"> • See Experience Practica 	<ul style="list-style-type: none"> • Overall Gen Ed coursework GPA of 2.5 • Pass the NMTA Basic Skills Test • Professional Goals 	<ul style="list-style-type: none"> • Pre-student Teaching Observation • Complete HED 451 Lesson Plan Development 	N/A

UG Initial: Physical Ed	<ul style="list-style-type: none"> • Enroll in PEP 245 • Pass background Check • Retain liability insurance from AFT 	<ul style="list-style-type: none"> • Admitted to COE and PETE program 	<ul style="list-style-type: none"> • Overall GPA of 2.5 • Content GPA of 2.75 • Instructional Evaluation of >164 • Disposition Rating • Portfolio Evaluation 	N/A
G Initial: Art Ed		<ul style="list-style-type: none"> • Pass NMTA Basic Skills Test with a score of 240 or above • Pass background check • Attain insurance 	<ul style="list-style-type: none"> • Observation of student teaching-ELEMENTARY • Student Disposition • Observation of student teaching-SECONDARY • Student Disposition data-SEC • Pass Faculty Decision Point 	N/A
Alternative: ELEM	<ul style="list-style-type: none"> • See Experience Practica 	<ul style="list-style-type: none"> • Baccalaureate degree with a minimum overall GPA of 3.0 or GPA of 3.0 for last 60 hrs. • Pass NMTA Basic Skills Test with score of 240 or above • Admission based on screening and scoring of portfolio-style application rubric. Minimum average admission score of 13 points. Points are awarded for GPA, experience with children, letter of intent, letters of recommendation, and overall quality of 	<ul style="list-style-type: none"> • Maintain a 3.0 overall GPA for graduate coursework • Attain a rating of 2 or higher on the Evaluation of Professional Dispositions and Identity in Sem I. • 3.0 overall GPA in methods coursework • Attain a minimum rating of 2 or higher on the Evidence of Practices: Student Teaching Evaluation Form A. • Attain a passing score or higher on classroom observations • Attain a passing score or higher on lesson plans 	N/A

		application. Two faculty readers for each application.		
Alternative: SEC ED	<ul style="list-style-type: none"> • See Experience Practica 	<ul style="list-style-type: none"> • Baccalaureate degree with a minimum overall GPA of 3.0 • 2.5 GPA in a content area recognized as a teaching field in NM • Receive a passing score (240) on the NMTA Basic Skills Test • Begin professional year after meeting (or are within no more than six credit hours of completing) all teaching field • Must complete fingerprinting and pass a background check. • Proof of insurance 	<ul style="list-style-type: none"> • Maintain overall GPA of 3.0 or better in professional education courses • Successful completion of EDUC 360 Teaching Experience I 	N/A
Alternative: SPED	N/A	N/A	<ul style="list-style-type: none"> • Accepted to the MA Program • Background Check • Proof of Insurance • Completed Practicum application • Graduate GPA of 3.0 with no grade below C • Receive a passing score (240) on the NMTA Basic Skills Test 	N/A
Advanced: Counseling	N/A	<ul style="list-style-type: none"> • Completion of four core courses: COUN 520, 530, 517 and 518 	N/A	<ul style="list-style-type: none"> • Completion of COUN 517, 518, 520, 530, 584, 610, 545 or 521, 222, and

				590
Advanced: Education Leadership	N/A	N/A	N/A	<ul style="list-style-type: none"> • Student must be enrolled in the Educational Leadership program to be eligible for placement in an internship as well as enrollment in the accompanying seminar, LEAD 596 • Student must have completed a minimum of 12 credit hours in LEAD prefix courses • Student must meet with advisor and be recommended by the advisor to contact the internship coordinator

Source: Institution

2011 New Mexico
 Teacher Education Accountability Report
 Evaluation Plan Objectives

Evaluation Plan

The Educator Accountability Report includes an evaluation plan that indicates high performance objectives. The plan includes objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on the first attempt, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives. (SB211)

Objectives/Strategies/Measurements

Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy:

Measurement: Baseline data gained from 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement in Spring 2010.

Summary Table 5
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)
Title II Licensure Programs Completers: Math, Science, Technology, and SPED

Institution	Math	Science	Technology	SPED
Research Universities				
NM State University				
University of NM	17	10		68
Comprehensive Colleges and Universities				
Eastern NM University				
Highlands University				
NM Institute Mining & Technology				
Northern NM College				
Western NM University				

Community Colleges				
Central NM Community College				***
San Juan College				
Santa Fe Community College				
New Mexico Junior College*				
Private Colleges and Universities				
University of the Southwest				
Wayland Baptist University				
University of Phoenix				
Total				

* Not effective until the 2011-2012 EARS Report

2010 New Mexico Teacher Education Accountability Report Financial Measures

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 123 in regard to institutions that provide teacher education preparation. (SB123-Sec. E)

Financial Measures 1a Table Instructional Support Formula Revenue Compared to Budget for 2010-2011 Academic Year ¹

	2010-2011 Total Unrestricted SCH	Formula Revenue Generated	Adjusted Instructional Support Formula Revenue Generated ²	Adjusted Instructional Support Budget (including fringe benefits) ³	Adjusted Instructional Support Budget as Percent of Adjusted Instructional Support Revenue Generated
University/Institution ⁴	637,099	\$187,977,839	\$156,785,661	\$167,205,781	106.6%
College/Program of Education	74,485	\$25,911,088	\$21,611,522	\$18,067,519	83.6%
Initial Licensure Programs ⁵	33,843	\$11,054,412	\$9,220,094	\$8,615,324	93.4%

Source: Budgets and course SCH as reported to the HED. Data provided in this table are un-audited as provided by the institution.

¹ In Tables 1a and 1b, the academic year includes the summer semester.

² The formula has some funding built into it for institutional, rather than academic unit, support. The adjusted formula revenue backs out this funding.

³ The adjusted instructional support budget is the final budget inclusive of all adjustments made to the original budget. Includes balance forward (fund balances). For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college budgets. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

⁴ Institutional data is Main Campus only (excludes UNM branches and Health Sciences Center).

⁵ Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that is licensure preparation related.

IMPORTANT NOTE REGARDING DIFFERENCES BETWEEN DATA REPORTED FOR 2010-11 AND FOR PREVIOUS YEARS: In previous years Nursing and Pharmacy SCH hours were included in the formula dollars generated. However, the budgets for these units are part of the Health Science Center budget, not the Main Campus budget. The problem was discovered this year and corrected.

NOTE ABOUT DATA IN LAST COLUMN: For the institution, UNM funded academic units at 106.6% of the formula these units generated (other revenue used for funding academic units comes from other sources like tuition, interest income, student fees, etc.). The actual percent is somewhat lower than 106.6%, given that ROTC courses and Continuing Education courses do not generate funding formula dollars, but these units are part of the Main Campus budget. The COE was funded at 83.6% of the SCH formula dollars it generated. Of the funds the COE received, it internally reallocated funds to support licensure programs (93.4% instead of the 83.6% as funded by the university).

**Financial Measures 1b Table Expenditures and Cost per Student Credit Hour (SCH)
for 2010-2011 Academic Year**

	2010-2011 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits) ¹	Expenditures per SCH (with fringe benefits)
University/Institution	637,099	\$ 162,744,754	\$ 255.45
College/Program of Education	74,485	\$ 16,443,542	\$ 220.76
Initial Licensure Programs	33,843	\$ 7,883,581	\$ 232.95

Source: Budgets and course SCH as reported to the HED. Data provided in this table are un-audited as provided by the institution.

¹ For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college expenditures. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

**Financial Measures 1c Table Lowest and Highest Compensation
(Salary + Benefits)
of Full-Time¹ and Part-Time Faculty²
2010-2011 (Fall 2010 and Spring 2011 Semesters)**

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3- Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
\$ 54,825	\$ 130,549	\$ 6,853	\$16, 319	\$ 2,714	\$ 6,000

Source: Institution

Notes:

¹ Full-time faculty include tenure-track and non-tenure-track faculty.

² Excludes graduate teaching assistants.

New Mexico
Education Accountability Reporting System (EARS)
November 2011
Eastern New Mexico University

Overview:

Eastern New Mexico University is a comprehensive multi-campus university offering undergraduate and graduate programs in the liberal arts and sciences, education, business, fine arts, and selected vocational and technical subjects. ENMU combines a traditional learning environment with twenty-first century technology to provide a rich educational experience. Eastern emphasizes liberal learning, freedom of inquiry, cultural diversity, and whole student life. Excellent teaching and active learning define campus relationships. Scholarship, both primary and applied, cultural enrichment, and professional service are also important contributions of the University community.

ENMU's overarching objectives—place student learning at the center of every institutional action and activity by **1)** strengthening ENMU's academic programs to advance student success, **2)** attracting an increasingly diverse student body and enhance students' successful progress toward their academic and personal goals, and **3)** building effective collaborations on campus and with community, business and educational partners to further the goals of our institution, region and state.

The mission of the educator preparation programs housed in the College of Education and Technology are to prepare students to become effective educators who are collaborative, informed, reflective decision-makers, and sensitive to diversity among individuals. Faculty within the unit provides quality educational experiences through coaching, cooperative and collaborative projects, close student faculty relationships, and innovative classroom methods and materials, including educational technologies. The unit strives to create a learning journey for education candidates that are rooted in the best theory, classroom research, effective practices, and professional commitments.

**2011 New Mexico
Education Accountability Reporting System:
Teacher Preparation Indicators/Outcome Measures**

Indicator #1: Demographic Data: The total count of all currently admitted and enrolled students into licensure programs (initial, advanced, and alternative) accredited by the state of NM. (SB211-Sec. C)

**Indicator Table 1 Demographic Data
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)**

NMPED Approved Programs	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education	35	2	33	23	10	0	1	1	0
Elementary Education	137	13	124	74	57	2	4	0	0
Secondary Education	102	24	78	64	31	2	2	1	2
Special Education	15+	3	12	8	6	1	0	0	0
K-12 (e.g., Art Ed, Music Ed, Physical Ed)	28	12	16	15	9	2	1	1	0
Professional Technical									
Counseling Education	79	22	57	49	21	0	9	0	0
Educational Leadership	69	28	41	45	21	0	1	0	2
Total	465	104	361	278	155	7	17	3	4

Source: Institution

Note: These data do not include programs for the continuing education or professional development of licensed teachers/educators.

Indicator #2: Standards for Entry/Exit: Standards for entry and exit refer to the admissions and program completer requirements for NMPED approved teacher education licensure programs. (SB211-Sec. C.1)

**Indicator Table 2 Standard for Entry/Exit
2010-2011 Academic Year**

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME	<ul style="list-style-type: none"> -40-45+ CH in Gen Ed -FCS 220,C+ -FCS 220 Field Evaluations -Pre/post evals of FCS 220 -NMTA BS passing score -CGPA 2.8 -Background checks -Application interview 	<ul style="list-style-type: none"> -Student teaching expectations completed (folio: reflective log, orientation seminars for, cohort seminars, and culminating seminar (school law, human resources, etc), Wong essay, NM dossier prep(case study), coop tch/univ super ratings) -Completions of Educational Benchmarking Incorporated (EBI) - Teacher Education Exit Survey(TEES)
UG Initial: ELEM	Same as ECE except EDF 222 instead of FCS 220	Same as ECE
UG Initial: SEC ED	Same as ECE except EDF 222 instead of FCS 220	Same as ECE, However, various disciplines have different culminating experiences in the majors. Some may be senior tests, projects, capstone experiences, gallery shows, or recitals.
UG Initial: SPED	Same as ECE except EDF 222 instead of FCS 220 and SPED 300 at B or better	Same as ECE
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	Same as ECE except EDF 222 instead of FCS 220	Same as ECE, However, various disciplines have different culminating experiences in the majors. Some may be senior tests, projects, capstone experiences, gallery shows, or recitals.

Professional Technical Education	-AA or equivalent -2.8 CGPA -Background checks	-Same as ECE
G Initial: ECE or ECME	NA	NA
G Initial: ELEM	NA	NA
G Initial: SEC ED	NA	NA
G Initial: SPED	NA	NA
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA
Alternative: ECE or ECME	NA	NA
Alternative: ELEM	-Grad school approval -NMTA BS passing score - 3.0 CGPA -Background checks -Recognized and completed endorsement area	-Student teaching expectations (folio) (reflective log, orientation seminars for orientation, cohorts, and culmination (school law, human resources, etc), Wong essay, NM dossier prep(case study), coop tch/univ super ratings) -EBI TEES -District evaluations if employed
Alternative: SEC ED	Same as ELED	Same as ELED
Alternative: SPED	Same as ELED	Same as ELED
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA
Post -Baccalaureate	-Grad school approval -NMTA BS passing score - 3.0 CGPA -Background checks -Recognized and completed endorsement area	Same as ECE, However, various disciplines have different culminating experiences in the majors. Some may be senior tests, projects, capstone experiences, gallery shows, or recitals.
Advanced: Counseling	- Graduate School approval -3.0 GPA -Application Program -3 letters of recommendation -Admissions interview -COUN 501, B+	-Internship evaluation -Counseling Preparation Comprehensive Exam (CPCE) passing score
Advanced: Education Leadership	Graduate School approval -3.0 GPA -Application Program	-Internship evaluation on competencies -NMTA Educational Leadership

	-3 yrs of teaching at tier 2 -1 letter of recommendation from a supervisor, colleague, or educator -copy of teaching licensure or admit into alternative licensure -Writing assessment approved within 6 hours	content...passing score
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Source: Institution

Key:

UG Initial: Undergraduate initial licensure

G Initial: Graduate initial licensure

Alternative: Alternative licensure

Post-Baccalaureate: Post-baccalaureate program

Advanced: Advanced licensure

Indicator #3: Number of hours required for field placement and student teaching: The state requires that the field experience hours be reported separately for pre-student teaching, student teaching, and other field experience hours. Alternative licensure is limited by state regulations to 18-21 credits (dependent upon licensure area); therefore, the structure of field experiences must differ from traditional programs.

For the purpose of this report field experience refers to a pre-student teaching or practica and student teaching refers to a formal placement in an educational setting with a period in which typically the student teacher gradually and strategically takes over the entire class planning and teaching responsibilities.

The calculation of on-site or contact hours includes the time that students are in classrooms conducting their assignments. Other field experience hours are valuable activities that contribute to a diverse experiential foundation. These include but are not limited to related seminar sessions, attending teacher/administrative meetings, participating in parent-teacher conferences, producing a dossier, conducting action research, completing case studies, and community service to schools/human services agencies. (SB211-Sec. C-2)

**Indicator Table 3. Number of Hours for Field Placement and Student Teaching
2010-2011 Academic Year**

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours ²
UG Initial: ECE or ECME	385 in 7 courses	595 (35hr/wk x 17wk)	
UG Initial: ELEM	163 in 7 courses	595	
UG Initial: SEC ED	84 in 4 courses	595	
UG Initial: SPED	151 in 7 courses	595	
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	HPE + 48 to SEC ED	595	

G Initial: ECE or ECME	NA		
G Initial: ELEM	NA		
G Initial: SEC ED	NA		
G Initial: SPED	NA		
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA		
Alternative: ECE or ECME	NA ¹	NA	
Alternative: ELEM	NA ¹	595	
Alternative: SEC ED	NA ¹	595	
Alternative: SPED	NA ¹	595	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA ¹		
Post –Baccalaureate		595	
Advanced: Counseling		600	
Advanced: Education Leadership		240	

Source: Institution

Notes:

¹ Alternative licensure programs do not include pre-student teaching. Some alternative licensure programs require observation hours; if this is the case, they are reported in the On-site Contact Hours in Pre-Student Teaching column.

Indicator # 4: The academic characteristics of teacher candidates in standard and alternative licensure programs: SB211 asks for the number and percent of students needing developmental coursework upon entering the program. Students needing developmental coursework must complete this coursework BEFORE entering licensure preparation programs. Alternatively, recognized standards of academic preparedness are provided here: average grade point average (GPA) at admission to program, average ACT/SAT equivalent scores, and average passing score on the NMTA basic skills test. (SB211-Sec. C-3)

Indicator Table 4a Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in

**Standard Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	Career	3.24	20.03	NA	263
Graduate	NA	NA	NA		NA

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale.

Indicator Table 4b Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission 2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	NA	NA	NA	NA	NA
Graduate	Career	3.46	19.86		267

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale.

³ Alternative licensure candidates record the cumulative GPA of the highest degree earned.

Indicator # 5: Number and Percentage of candidates completing program(s): The number of completers per year is a count of all “completers” of approved licensure programs (e.g., standard, post baccalaureate, advanced, alternative licensure). These data will reveal the typical pipeline information comparing the numbers of candidates admitted in teacher education versus the number of program

completers based upon Title II data. These data will produce pipeline trend data of those entering and completing licensure programs. (SB211-Sec. C.4)

Indicator Table 5 Number and Percentage of Candidates Admitted and Enrolled
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)
And Number of Title II (Licensure) Program Completers 2009-2010 Academic Year (Summer
 2009, Fall 2009, and Spring 2010)

Licensure Type	Number of Candidates Admitted and Enrolled 2010-2011 Academic Year	Number of Title II or Program Completers 2009-2010 Academic Year	Proportion (Percent) of Program Completers to Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate	303 (no PTE)	100	30%
Alternative Licensure	14		NA
Advanced Licensure: Counseling	79	8	10%
Advanced Licensure: Ed Leadership	69	8	12%

Source: Institution

Indicator #6: Number and types of degrees: These data reveal the number and types of degrees awarded to candidates by four year institutions. (SB211-Sec. C.5)

**Indicator Table 6 Number and Types of Degrees
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME	11		
UG Initial: ELEM	54		
UG Initial: SEC ED	28		
UG Initial: SPED	4		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	11		
Other (specific to institutions) UG Initial: Professional Technical Education	11		
G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Alternative: ECE or ECME			
Alternative: ELEM			
Alternative: SEC ED			
Alternative: SPED			
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Post -Baccalaureate			
Advanced: Counseling		8	
Advanced: Education Leadership		8	
² Other (specific to institution) i.e. masters for professional development or continuing education for educators in ECE or ECME, ELEM, SED, SPED, & BLED		62	

Source: Institution

Note:

¹ Alternative licensure and post-bac programs do not grant degrees

² Added into the Table for 2010

Indicator #7: Description of placement practices: These data reflect the candidate and school placement criteria standards used by each institution for field experiences and student teaching. (SB211-Sec. C.7)

**Indicator Table 7. Placement Practices
2010-2011 Academic Year**

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME	-State accredited school - 3 year licensed teacher -Teacher in good standing -Prefer Level II teacher	-State accredited school - 3 year licensed teacher -Teacher in good standing -Preferred match in discipline -Prefer Level II teacher	-State accredited school - 3 year licensed teacher -Teacher in good standing - Match in discipline -Prefer Level II teacher	
UG Initial: ELEM	Same as ECE	Same as ECE	Same as ECE	
UG Initial: SEC ED	Same as ECE	Same as ECE	Same as ECE	
UG Initial: SPED	Same as ECE	Same as ECE	Same as ECE	
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	Same as ECE	Same as ECE	Same as ECE	
G Initial: ECE or ECME	NA			
G Initial: ELEM	NA			
G Initial: SEC ED	NA			
G Initial: SPED	NA			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA			
Alternative: ECE or ECME	NA			
Alternative: ELEM	NA	-State accredited school - 3 year licensed teacher -Teacher in good standing	-State accredited school - 3 year licensed teacher -Teacher in good standing	

		-Preferred match in discipline -Prefer Level II teacher	- Match in discipline -Prefer Level II teacher	
Alternative: SEC ED	NA	Same as ELED	Same as ELED	
Alternative: SPED	NA	Same as ELED	Same as ELED	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		NA	NA	
Post -Baccalaureate		-State accredited school - 3 year licensed teacher -Teacher in good standing -Preferred match in discipline -Prefer Level II teacher	-State accredited school - 3 year licensed teacher -Teacher in good standing - Match in discipline -Prefer Level II teacher	
Advanced: Counseling				-Accredited school or agency -3 year licensed professional -Approval of faculty -In good standing
Advanced: Education Leadership				-Accredited school or agency -3 year licensed professional -Approval of faculty -In good standing

Source: Institution

2011 New Mexico
 Teacher Education Accountability Report
 Evaluation Plan Objectives

Evaluation Plan

The Educator Accountability Report includes an evaluation plan that indicates high performance objectives. The plan includes objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on the first attempt, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives. (SB211)

Objectives/Strategies/Measurements

Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy:

Measurement: Baseline data gained from 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement in Spring 2011.

Summary Table 5

2009-2010 Academic Year

Title II Licensure Programs Completers: Math, Science, Technology, and SPED

Institution	Math	Science	Technology	SPED
Research Universities				
NM State University				
University of NM				
Comprehensive Colleges and Universities				
Eastern NM University	3	0	0	11
Highlands University				
NM Institute Mining & Technology				
Northern NM College				

Western NM University				
Community Colleges				
Central NM Community College				***
San Juan College				
Santa Fe Community College				
Private Colleges and Universities				
University of the Southwest				
Wayland Baptist University				
University of Phoenix				
Total				

**2011 New Mexico
Teacher Education Accountability Report
Financial Measures**

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 123 in regard to institutions that provide teacher education preparation. (SB123-Sec. E)

Financial Measures 1a Table. Instructional Support Formula Revenue Compared to Budget for 2010-2011 Academic Year						
		2010-2011 Total Unrestricted SCH	Formula Revenue Generated	Adjusted Instructional Support Formula Revenue Generated	Adjusted Instructional Support Budget (including fringe benefits)	Adjusted Instructional Support Budget as Percent of Adjusted Instructional Support Revenue Generated
	1st	2nd	3rd	4th	5th	6th
1st	University	116032	\$30,779,488	\$26,252,133	\$20,289,600	77.3%
2nd	College	27072	\$9,857,320	\$8,407,407	\$3,804,914	45.3%
3rd	Initial Licensure Programs	12334	\$4,879,218	\$4,161,534	\$1,762,883	42.4%
Financial Measures 1b Table. Expenditures and Cost per Student Credit Hour (SCH) for 2010-2011 Academic Year						
		2010-2011 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits)	Expenditures per SCH (with fringe benefits)		
	1st	2nd	3rd	4th		

1st	University	116032	\$19,718,328	169.9387039				
2nd	College	27072	\$3,968,327	146.5841759				
3rd	Initial Licensure Programs	12334	\$1,846,881	149.7389922				

¹ In Tables 1a and 1b, the academic year includes the summer semester.

² The formula has some funding built into it for institutional, rather than academic unit, support. The adjusted formula revenue backs out this funding.

³ The adjusted instructional support budget is the final budget inclusive of all adjustments made to the original budget. Includes balance forward (fund balances). For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college budgets. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

⁴ Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that is licensure preparation related.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1c Table Lowest and Highest Compensation
(Salary + Benefits)
of Full-Time¹ and Part-Time Faculty²
2010-2011 (Fall 2010 and Spring 2011 Semesters)**

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3-Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
42,848	76,303	1700	2000	1341	2000

Source: Institution

Notes:

¹ Full-time faculty include tenure-track and non-tenure-track faculty.

² Excludes graduate teaching assistants.

New Mexico
Education Accountability Reporting System (EARS)
November 2011
Western New Mexico University

Overview:

University Mission

Western New Mexico University (WNMU) is an open admissions institution serving the multicultural populations of New Mexico, other states and other nations as a regional comprehensive university with an additional community college role. While research and public service are important undertakings of the institution; teaching and learning are preeminent at WNMU. We are a University that believes in the promise of every student, and together we work to create an educational community of diverse backgrounds, perspectives and talents that instills the values and develops the knowledge and skills necessary to prepare our students for the challenges of a changing world. Western New Mexico University, a Hispanic-serving institution, has a long history of teacher preparation dating back to its inception as a Normal School in 1893 and has continued to remain a catalyst for teacher education in the southwest.

School Mission

The purpose of the School of Education (SOE) is to ignite and nurture a spirit of learning for both educator and student. This purpose is based on a five-part philosophy, which stresses the following:

1. Educators recognize, accept, value, and promote diverse ideas, languages, and cultures.
2. Educators stress quality programs that are aligned with professional and state standards that produce exemplary results.
3. Educators integrate theoretical knowledge into the world of practice through field-based experiences and reflection.
4. Educators possess the skills and knowledge to effectively collaborate with parents, professionals both within and across schools and agencies, and community stakeholders.
5. Educators advocate for equitable access to and model thoughtful, effective, integrated use of technology resources.

The School of Education offers undergraduate and graduate degrees and programs in teacher education at the initial level in: Early Childhood Education; Elementary Education; Secondary Education; Movement Science K-12 Pedagogy; Career and Technical Teacher Education; Special Education and

Double Major Degrees in: Secondary Education and Art; Secondary Education and Math; Secondary Education and Science with Biology and/or Physical Science Concentrations and at the advanced level in: Elementary, Secondary, Special Education, Reading, Counseling, Educational Leadership, and School Psychology. All of our programs are state and nationally NCATE accredited and we have received national recognition. We received the American Association of Colleges for Teacher Education (AACTE) Best Practice Award in Support of Teacher Education Quality and Accountability.

**2011 New Mexico
Education Accountability Reporting System:
Teacher Preparation Indicators/Outcome Measures**

Indicator #1: Demographic Data: The total count of all currently admitted and enrolled students into licensure programs (initial, advanced, and alternative) accredited by the state of NM. (SB211-Sec. C)

Please Note: Admitted and enrolled is an unduplicated head count of enrolled students in beginning or advanced licensure coursework and who are already admitted into the teacher education program.

**Indicator Table 1 Demographic Data
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)**

NMPED Approved Programs	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education	16	1	15	4	10				2
Elementary Education	112	22	90	49	56	2			5
Secondary Education	85	35	50	47	24	3	1	3	7
Special Education	35	7	28	17	10	4		1	3
K-12 (e.g., Art Ed, Music Ed, Physical Ed)	5	1	4	2	2	1			
Counseling Education	41	12	29	21	10	8			2
Educational Leadership	86	24	62	39	21	14	1	4	8
CTTE	2		2		2				
Reading	5		5	1	2				2
School Psych									
Interdisciplinary	31	10	21	18	4	2	1	2	4
Total	418	112	306	198	141	34	3	10	33

Source: Institution

Note: These data do not include programs for the continuing education or professional development of licensed teachers/educators.

Indicator #2: Standards for Entry/Exit: Standards for entry and exit refer to the admissions and program completer requirements for NMPED approved teacher education licensure programs. (SB211-Sec. C.1)

Please Note: Standards may include but are not limited to major GPA, Cumulative GPA (all time, or specific terms specified), NMTA test scores, ACT/SAT scores, interviews, completed general education requirements, interest inventories, etc. These must be in common across all institutions to account for the 2-4 year transfer compact.

**Indicator Table 2 Standard for Entry/Exit
2010-2011 Academic Year**

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME	<ul style="list-style-type: none"> • An Associate Degree from an accredited institution or at least 45 hours toward degree completed with a 2.5 gpa • Completion of EDUC 311 Foundations of Education with a C or better • Completion of Eng 101, 102, Psy 102, Comm 110 and a general education math course with a grade of C or better • Completion of teacher education application to include: <ul style="list-style-type: none"> --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" --completed FBI Fingerprinting requirement • Taken and passed NMTA Basic Skills Test • Successful completion of Professional Behaviors and Dispositions Assessment 	<ul style="list-style-type: none"> • Successful completion of the following: <ul style="list-style-type: none"> -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
UG Initial: ELEM	<ul style="list-style-type: none"> • An Associate Degree from an accredited institution or at least 45 hours toward degree completed with a 2.5 gpa • Completion of EDUC 311 Foundations of Education with a C or better • Completion of Eng 101, 102, Psy 102, Comm 110 and a general education math course with a grade of C or better • Completion of teacher education application to include: <ul style="list-style-type: none"> --completed degree plan 	<ul style="list-style-type: none"> • Successful completion of the following: <ul style="list-style-type: none"> -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project --Professional Behaviors and Dispositions Assessment

	<ul style="list-style-type: none"> --three letters of recommendation --brief educational autobiography addressing, "why teach?" --completed FBI Fingerprinting requirement • Taken and passed NMTA Basic Skills Test • Successful completion of Professional Behaviors and Dispositions Assessment 	<ul style="list-style-type: none"> --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
UG Initial: SEC ED	<ul style="list-style-type: none"> • An Associate Degree from an accredited institution or at least 45 hours toward degree completed with a 2.5 gpa • Completion of EDUC 311 Foundations of Education with a C or better • Completion of Eng 101, 102, Psy 102, Comm 110 and a general education math course with a grade of C or better • Completion of teacher education application to include: <ul style="list-style-type: none"> --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" --completed FBI Fingerprinting requirement --endorsement by appropriate academic department faculty • Taken and passed NMTA Basic Skills Test • Successful completion of Professional Behaviors and Dispositions Assessment 	<ul style="list-style-type: none"> • Successful completion of the following: <ul style="list-style-type: none"> -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
UG Initial: SPED	<ul style="list-style-type: none"> • An Associate Degree from an accredited institution or at least 45 hours toward degree completed with a 2.5 gpa • Completion of EDUC 311 Foundations of Education with a C or better • Completion of Eng 101, 102, Psy 102, Comm 110 and a general education math course with a grade of C or better • Completion of teacher education application to include: <ul style="list-style-type: none"> --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" --completed FBI Fingerprinting requirement • Taken and passed NMTA Basic Skills Test • Successful completion of Professional Behaviors and Dispositions Assessment 	<ul style="list-style-type: none"> • Successful completion of the following: <ul style="list-style-type: none"> -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)

<p>UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)</p>	<ul style="list-style-type: none"> • An Associate Degree from an accredited institution or at least 45 hours toward degree completed with a 2.5 gpa • Completion of EDUC 311 Foundations of Education with a C or better • Completion of Eng 101, 102, Psy 102, Comm 110 and a general education math course with a grade of C or better • Completion of teacher education application to include: <ul style="list-style-type: none"> --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" --completed FBI Fingerprinting requirement --endorsement by appropriate academic department faculty • Taken and passed NMTA Basic Skills Test • Successful completion of Professional Behaviors and Dispositions Assessment 	<ul style="list-style-type: none"> • Successful completion of the following: <ul style="list-style-type: none"> -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
<p>UG Initial: CTTE</p>	<ul style="list-style-type: none"> • An Associate Degree or 45 hours in an applied technology/technical area with a 2.5 gpa • Completion of EDUC 311 Foundations of Education with a C or better • Completion of Eng 101, 102, Psy 102, Comm 110 and a general education math course with a grade of C or better • Completion of teacher education application to include: <ul style="list-style-type: none"> --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" --completed FBI Fingerprinting requirement --endorsement by appropriate academic department faculty • Taken and passed NMTA Basic Skills Test • Successful completion of Professional Behaviors and Dispositions Assessment 	<ul style="list-style-type: none"> • Successful completion of the following: <ul style="list-style-type: none"> -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project --Professional Behaviors and Dispositions Assessment • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
<p>G Initial: ECE or ECME</p>	<p>No degree offered in this area</p>	<p>No degree offered in this area</p>
<p>G Initial: ELEM</p>	<ul style="list-style-type: none"> • Bachelor's or Master's Degree • 3.0 gpa • NMTA Basic Skills Test taken and passed • Completion of teacher education application to include: <ul style="list-style-type: none"> --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" 	<ul style="list-style-type: none"> • Successful completion of the following: <ul style="list-style-type: none"> -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project or Action Research Project (Gallup)

	<ul style="list-style-type: none"> • Successful completion of Professional Behaviors and Dispositions Assessment • Completed FBI Fingerprinting requirement 	<ul style="list-style-type: none"> --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES) • Satisfactory scores on Exit Exam
G Initial: SEC ED	<ul style="list-style-type: none"> • Bachelor's or Master's Degree • 3.0 gpa • NMTA Basic Skills Test taken and passed • Completion of teacher education application to include: <ul style="list-style-type: none"> --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" • Successful completion of Professional Behaviors and Dispositions Assessment • Completed FBI Fingerprinting requirement 	<ul style="list-style-type: none"> • Successful completion of the following: <ul style="list-style-type: none"> -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project or Action Research Project (Gallup) --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES) • Satisfactory scores on Exit Exam
G Initial: SPED	<ul style="list-style-type: none"> • Bachelor's or Master's Degree • 3.0 gpa • NMTA Basic Skills Test taken and passed • Completion of teacher education application to include: <ul style="list-style-type: none"> --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" • Successful completion of Professional Behaviors and Dispositions Assessment • Completed FBI Fingerprinting requirement 	<ul style="list-style-type: none"> • Successful completion of the following: <ul style="list-style-type: none"> -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project or Action Research Project (Gallup) --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content

		<p>Knowledge tests (where appropriate)</p> <ul style="list-style-type: none"> • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES) • Satisfactory scores on Exit Exam
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	No degree offered in this area	No degree offered in this area
Alternative: ECE or ECME	No degree offered in this area	No degree offered in this area
Alternative: ELEM	<ul style="list-style-type: none"> • Bachelor’s or Master’s Degree with 30 hours in content teaching area (Option 1 or 2) • Employed by an accredited school with an approved mentorship program (Option 1 or 2) • 3.0 gpa (Option 2) • NMTA Basic Skills Test taken and passed • Completion of teacher education application to include: <ul style="list-style-type: none"> --completed degree plan --three letters of recommendation --brief educational autobiography addressing, “why teach?” --Completed FBI Fingerprinting requirement • Successful completion of Professional Behaviors and Dispositions Assessment • Completion of Professional Development Plan (Gallup) 	<ul style="list-style-type: none"> • Successful completion of the following: <ul style="list-style-type: none"> -- required coursework with no grade lower than a C --Professional Portfolio with required elements for State Licensure proving all licensure competencies have been met --Case, Study Video Lesson Analysis and Action Learning Project or Action Research Project (Gallup) --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
Alternative: SEC ED	<ul style="list-style-type: none"> • Bachelor’s or Master’s Degree with 30 hours in content teaching area (Option 1 or 2) • Employed by an accredited school with an approved mentorship program (Option 1 or 2) • 3.0 gpa (Option 2) • NMTA Basic Skills Test taken and passed • Completion of teacher education application to include: <ul style="list-style-type: none"> --completed degree plan 	<ul style="list-style-type: none"> • Successful completion of the following: <ul style="list-style-type: none"> -- required coursework with no grade lower than a C --Professional Portfolio with required elements for State Licensure proving all licensure competencies have been met --Case, Study Video Lesson

	<ul style="list-style-type: none"> --three letters of recommendation --brief educational autobiography addressing, "why teach?" • Completed FBI Fingerprinting requirement • Successful completion of Professional Behaviors and Dispositions Assessment • Completion of Professional Development Plan (Gallup) 	<p>Analysis and Action Learning Project or Action Research Project (Gallup)</p> <ul style="list-style-type: none"> --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
Alternative: SPED	<ul style="list-style-type: none"> • Bachelor's or Master's Degree with 30 hours in content teaching area (Option 1 or 2) • Employed by an accredited school with an approved mentorship program (Option 1 or 2) • 3.0 gpa (Option 2) • NMTA Basic Skills Test taken and passed • Completion of teacher education application to include: <ul style="list-style-type: none"> --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" • Completed FBI Fingerprinting requirement • Successful completion of Professional Behaviors and Dispositions Assessment • Completion of Professional Development Plan (Gallup) 	<ul style="list-style-type: none"> • Successful completion of the following: <ul style="list-style-type: none"> -- required coursework with no grade lower than a C --Professional Portfolio with required elements for State Licensure proving all licensure competencies have been met --Case, Study Video Lesson Analysis and Action Learning Project or Action Research Project (Gallup) --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	No degree offered in this area	No degree offered in this area
Post -Baccalaureate		
Advanced: Counseling	<ul style="list-style-type: none"> • Bachelor's degree • 3.0 GPA • Letters of recommendation • Writing Sample • Admission Interview • Disclosure of Illegal/Unethical Activity 	<ul style="list-style-type: none"> • Successful completion of the following: <ul style="list-style-type: none"> --required coursework with a 3.0 GPA --COUN 582 Advanced

	<ul style="list-style-type: none"> • Completion of COUN 501 • Degree Plan • Successful completion of Professional Behaviors and Dispositions Assessment 	<p>Internship</p> <ul style="list-style-type: none"> --Professional Behaviors and Dispositions Assessment during COUN 582 --Professional Portfolio and Professional Development Plans (Gallup) <ul style="list-style-type: none"> • Pass Exit Examination: CPCE, Praxis or Comps
Advanced: Education Leadership	<ul style="list-style-type: none"> • Bachelor's degree • 3.0 GPA • Letters of recommendation • Resume or Vita • Career Goal Essay • Criminal Disclosure Form • Successful completion of Professional Behaviors and Dispositions Assessment 	<ul style="list-style-type: none"> • Successful completion of the following: <ul style="list-style-type: none"> --EDL 581-582 Internship --Comprehensive Exam or --ED Admin Praxis Exam --NMTA ED Leadership Exam --Professional Portfolio --Professional Behaviors and Dispositions Assessment --Professional Development Plans (Gallup)

Source: Institution

Key:

UG Initial: Undergraduate initial licensure

G Initial: Graduate initial licensure

Alternative: Alternative licensure

Post-Baccalaureate: Post-baccalaureate program

Advanced: Advanced licensure

Indicator #3: Number of hours required for field placement and student teaching: The state requires that the field experience hours be reported separately for pre-student teaching, student teaching, and other field experience hours. Alternative licensure is limited by state regulations to 6-21 credits (dependent upon licensure area); therefore, the structure of field experiences must differ from traditional programs.

For the purpose of this report field experience refers to a pre-student teaching and student teaching.

- Pre student teaching or practica is a limited, supervised, but not an all inclusive setting that gradually allows the student full time responsibility.
- Student teaching refers to a formal placement in an educational setting with a period in which typically the student teacher gradually and strategically takes over the entire class planning and teaching responsibilities. It is supervised and typically includes a full semester.

The calculation of on-site or contact hours includes the time that students are in classrooms conducting their assignments, **not off-site and other classroom assignments**. Other field experience hours are valuable activities that contribute to a diverse experiential foundation. These include but are not limited to related seminar sessions, attending teacher/administrative meetings, participating in parent-teacher

conferences, producing a dossier, conducting action research, completing case studies, and community service to schools/human services agencies. (SB211-Sec. C-2)

**Indicator Table 3 Number of Hours for Field Placement and Student Teaching
2010-2011 Academic Year**

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours ²
UG Initial: ECE or ECME	250	680	203
UG Initial: ELEM	126	680	194
UG Initial: SEC ED	111	680	182
UG Initial: SPED	111	680	166
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	88	680	166
UG Initial: CTTE	96	680	182
G Initial: ECE or ECME	NA	NA	NA
G Initial: ELEM	126	680	191
G Initial: SEC ED	111	680	179
G Initial: SPED	96	680	163
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA	NA
¹ Alternative: ECE or ECME	NA ^{1*}	NA	NA
Alternative: ELEM	96	680	181
Alternative: SEC ED	81	680	169
Alternative: SPED	96	680	153
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA ^{1*}	NA	NA
Post –Baccalaureate			54
Advanced: Counseling			450—48 hour program 700—60 hour program
Advanced: Education Leadership			220

Source: Institution

Notes:

¹ Alternative licensure programs do not include pre-student teaching. Some alternative licensure programs require observation hours; if this is the case, they are reported in the On-site Contact Hours in Pre-Student Teaching column.

² For Counseling and Education Leadership programs, required clinical experience reported here.

Indicator # 4: The academic characteristics of teacher candidates in standard and alternative licensure programs: SB211 asks for the number and percent of students needing developmental coursework upon entering the program. Students needing developmental coursework must complete this coursework BEFORE entering licensure preparation programs. Alternatively, recognized standards of academic preparedness are provided here: average grade point average (CGPA) at admission to program, average ACT/SAT equivalent scores, and average passing score on the NMTA basic skills test. (SB211-Sec. C-3)

Indicator Table 4a Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Standard Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other _____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	4.0	3.26			265
Graduate	4.0	3.63			279

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected

**Indicator Table 4b Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in
Alternative Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other _____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate					
Graduate	4.0	3.57			282

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected.

³ Alternative licensure candidates record the cumulative GPA of the highest degree earned.

Indicator # 5: Number and Percentage of candidates completing program(s): The number of completers per year is a count of all “completers” of approved licensure programs (e.g., standard, post baccalaureate, advanced, alternative licensure). These data will reveal the typical pipeline information comparing the numbers of candidates admitted in teacher education versus the number of program completers based upon Title II data. These data will produce pipeline trend data of those entering and completing licensure programs. (SB211-Sec. C.4)

Indicator Table 5 Number and Percentage of Candidates Admitted and Enrolled
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)
And Number of Title II (Licensure) Program Completers2009-2010 Academic Year
 (Summer 2009, Fall 2009, and Spring 2010)

Licensure Type	Number of Candidates Admitted and Enrolled 2010-2011 Academic Year	Number of Title II or Program Completers 2009-2010 Academic Year	Proportion (Percent) of 2009-10 Program Completers to 2010-11 Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate	232	63	27%
Alternative Licensure	23	7	30%
Advanced Licensure: Counseling	41	18	44%
Advanced Licensure: Ed Leadership	87	20	23%

Source: Institution

Indicator #6: Number and types of degrees: These data reveal the number and types of degrees awarded to candidates by four year institutions. **This does not include certificate programs or 2 year program completers.** (SB211-Sec. C.5)

**Indicator Table 6 Number and Types of Degrees
2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)**

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME	3		
UG Initial: ELEM	11		
UG Initial: SEC ED	4		
UG Initial: SPED	3		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	1		
Other (CTTE)			
G Initial: ECE or ECME			
G Initial: ELEM		4	
G Initial: SEC ED		12	
G Initial: SPED		8	
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Alternative: ECE or ECME			
Alternative: ELEM		2	
Alternative: SEC ED		3	
Alternative: SPED		2	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Post -Baccalaureate			
Advanced: Counseling		18	
Advanced: Education Leadership		20	
² Other (specific to institution) i.e. masters for professional development		8	

or continuing education for educators in ECE or ECME, ELEM, SED, SPED, & BLED			
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Source: Institution

Note:

¹ Alternative licensure and post-bac programs do not grant degrees

² Added into the Table for 2010

Indicator #7: Description of placement practices: These data reflect the candidate and school placement criteria standards used by each institution for field experiences and student teaching. (SB211-Sec. C.7)

**Indicator Table 7 Placement Practices
2010-2011 Academic Year**

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME	<ul style="list-style-type: none"> • Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Completed FBI Fingerprinting requirement. 	<ul style="list-style-type: none"> • Admission to the School of Education: • Request For Field Experience Form • Travel Request • Handbook Acknowledgement Form 	<ul style="list-style-type: none"> • A minimum of 110 hours completed toward degree • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Cumulative Grade Point Average of 2.75 or above • Copy of School of Education 	

			Degree Plan <ul style="list-style-type: none"> • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Copy of Cover Letter introducing student to a prospective school 	
UG Initial: ELEM	<ul style="list-style-type: none"> • Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Completed FBI Fingerprinting requirement 	<ul style="list-style-type: none"> • Admission to the School of Education: • Request For Field Experience Form • Travel Request • Handbook Acknowledgement Form 	<ul style="list-style-type: none"> • A minimum of 110 hours completed toward degree • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Cumulative Grade Point Average of 2.75 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills 	

			<ul style="list-style-type: none"> • Copy of Admittance Letter to the Teacher Education • Copy of Cover Letter introducing student to a prospective school 	
UG Initial: SEC ED	<ul style="list-style-type: none"> • Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Completed FBI Fingerprinting requirement 	<ul style="list-style-type: none"> • Admission to the School of Education: • Request For Field Experience Form • Travel Request • Handbook Acknowledgement Form 	<ul style="list-style-type: none"> • A minimum of 110 hours completed toward degree • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Cumulative Grade Point Average of 2.75 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Copy of Cover 	

			Letter introducing student to a prospective school	
UG Initial: SPED	<ul style="list-style-type: none"> • Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Completed FBI Fingerprinting requirement 	<ul style="list-style-type: none"> • Admission to the School of Education: • Request For Field Experience Form • Travel Request • Handbook Acknowledgement Form 	<ul style="list-style-type: none"> • A minimum of 110 hours completed toward degree • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Proof of Liability Insurance • Cumulative Grade Point Average of 2.75 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Copy of Cover Letter introducing student to a 	

			prospective school	
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	<ul style="list-style-type: none"> • Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Completed FBI Fingerprinting requirement 	<ul style="list-style-type: none"> • Admission to the School of Education: • Request For Field Experience Form • Travel Request • Handbook Acknowledgement Form 	<ul style="list-style-type: none"> • A minimum of 110 hours completed toward degree • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Cumulative Grade Point Average of 2.75 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Copy of Cover Letter introducing student to a prospective school 	
G Initial: ECE or ECME	NA	NA	NA	
G Initial: ELEM	<ul style="list-style-type: none"> • Confidentiality Agreement, 	<ul style="list-style-type: none"> • Admission to the School of 	<ul style="list-style-type: none"> • A minimum of 30 hours 	

	<ul style="list-style-type: none"> • Disclosure of Criminal Record, • Code of Ethics • Completed FBI Fingerprinting requirement 	<p>Education:</p> <ul style="list-style-type: none"> • Request For Field Experience Form • Travel Request • Handbook Acknowledgement Form 	<p>completed toward degree</p> <ul style="list-style-type: none"> • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Cumulative Grade Point Average of 3.0 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Copy of Cover Letter introducing student to a prospective school 	
G Initial: SEC ED	<ul style="list-style-type: none"> • Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Completed FBI Fingerprinting 	<ul style="list-style-type: none"> • Admission to the School of Education: • Request For Field Experience Form • Travel Request 	<ul style="list-style-type: none"> • A minimum of 30 hours completed toward degree • Contextual Knowledge and Professional Education 	

	requirement	<ul style="list-style-type: none"> • Handbook Acknowledgement Form 	<p>courses completed prior to practice teaching</p> <ul style="list-style-type: none"> • Within one class of completing first teaching field • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Cumulative Grade Point Average of 3.0 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Copy of Cover Letter introducing student to a prospective school 	
G Initial: SPED	<ul style="list-style-type: none"> • Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Completed FBI Fingerprinting requirement 	<ul style="list-style-type: none"> • Admission to the School of Education: • Request For Field Experience Form • Travel Request • Handbook Acknowledgement Form 	<ul style="list-style-type: none"> • A minimum of 39 hours completed toward degree • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one 	

			class of completing first teaching field <ul style="list-style-type: none"> • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Cumulative Grade Point Average of 3.0 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Copy of Cover Letter introducing student to a prospective school 	
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	<ul style="list-style-type: none"> • Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Completed FBI Fingerprinting requirement 	<ul style="list-style-type: none"> • Admission to the School of Education: • Request For Field Experience Form • Travel Request • Handbook Acknowledgement Form 	<ul style="list-style-type: none"> • A minimum of 30 hours completed toward degree • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current 	

			<p>Transcript (unofficial)</p> <ul style="list-style-type: none"> • Copy of Current course schedule • Cumulative Grade Point Average of 3.0 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Copy of Cover Letter introducing student to a prospective school 	
Alternative: ECE or ECME	NA	NA	NA	
Alternative: ELEM	<ul style="list-style-type: none"> • Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Completed FBI Fingerprinting requirement 	<ul style="list-style-type: none"> • Admission to the School of Education: • Request For Field Experience Form • Travel Request • Handbook Acknowledgement Form 	<ul style="list-style-type: none"> • Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • A minimum of 10 hours completed toward degree • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Cumulative Grade Point Average of 3.0 or above • Copy of School of Education 	

			Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education	
Alternative: SEC ED	<ul style="list-style-type: none"> • Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Completed FBI Fingerprinting requirement 	<ul style="list-style-type: none"> • Admission to the School of Education: • Request For Field Experience Form • Travel Request • Handbook Acknowledgement Form 	<ul style="list-style-type: none"> • Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • A minimum of 10 hours completed toward degree • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Cumulative Grade Point Average of 3.0 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education 	
Alternative: SPED	<ul style="list-style-type: none"> • Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Completed FBI Fingerprinting requirement 	<ul style="list-style-type: none"> • Admission to the School of Education: • Request For Field Experience Form • Travel Request • Handbook 	<ul style="list-style-type: none"> • Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • A minimum of 10 hours completed 	

		Acknowledgement Form	toward degree <ul style="list-style-type: none"> • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Cumulative Grade Point Average of 3.0 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education 	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA	NA	
Post -Baccalaureate				
Advanced: Counseling				<u>Initial Internship:</u> <ul style="list-style-type: none"> • admitted into the program • completed COUN 501 at least 9 credit hours in the program <u>Advanced Internship:</u> <ul style="list-style-type: none"> • successfully completed the beginning internship • completed at least 21 credit hours in the program
Advanced: Education Leadership				<ul style="list-style-type: none"> • Admitted to the

				<p>program</p> <ul style="list-style-type: none"> • No later than the summer before the beginning of the internship academic year, students must have completed the minimum Graduate hours required to begin the Internship (Master degree students = 8 courses/24 semester hours with 5 of the courses being EDL; Non-degree Certification or Licensure Only = 4 courses/12 semester hours).
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Source: Institution

2011 New Mexico
Teacher Education Accountability Report
Evaluation Plan Objectives

Evaluation Plan

The Educator Accountability Report includes an evaluation plan that indicates high performance objectives. The plan includes objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on the first attempt, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives. (SB211)

Objectives/Strategies/Measurements

Objective #1: Increasing student achievement for all students.

Strategy: Currently, we monitor the impact of Teacher Education Candidates on student achievement through the use of an Action Learning Project. The Teacher Candidates do a pre/post analysis of student achievement on an instructional unit they design and implement in collaboration with their Cooperating Teacher. We are working on methods to be concretely assure that Teacher Candidates are helping to increase student achievement for all students.

Measurement: The development and implementation of a seamless PK-20 data system is needed.

Objective #2: Increasing teacher and administrator retention, particularly in the first three years of a teacher or administrator's career.

Strategy:, Through the course work provided within individual programs, faculty have worked to help candidates develop the skills necessary to support retention in their careers as teachers and administrators.

- The Educational Leadership and Early Childhood faculty have been working closely with their respective state teams to align coursework between programs and with state and national competencies.
- A course on ESL Methods for Content Literacy has been added as a required course to all Teacher Education Program degree plans.
- An assessment course was added to the Elementary Education Program.
- The Classroom Management course was moved from being taken concurrently with student teaching to a pre-requisite to student teaching.

Measurement: Need baseline data on teacher and administrator retention from NMPED.

Objective #3: Increasing the percentage of students who pass the NM Teacher Assessments (NMTA) for initial licensure on the first attempt (includes teacher and administrator exams).

Strategy: WNMU has a high initial pass rate on the NMTA tests, to support students in their preparation the following strategies have been implemented:

- Group tutoring sessions are offered each semester – helping to prepare students who will be taking the NMTA Basic Skills assessment.
- Faculty provide individual preparation support for students taking all of New Mexico Teacher Assessments, including Teacher Competency and Content Knowledge.
- Vocabulary utilized on the assessment is being reinforced in coursework, assuring that students are familiar with the terminology used in the assessment.
- Students are being exposed to timed writing and free-writes within their coursework to help prepare them for the writing portion of the assessments.
- Increased feedback on grammar and punctuation is being provided for writing assignments made in specific courses.

Measurement: Baseline data gained from the 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement in Fall 2011. [Please review Summary Table 3 for all 2008-09 NMTA data from each institution. \(need to omit\)](#)

Objective #4: Increasing the percentage of secondary school classes taught in core academic subject areas by teachers who demonstrate by means of rigorous content area assessment a high level of subject area mastery and a thorough knowledge of the state's academic content and performance standards.

Strategy: WNMU continues to work with school and agency partners to assure that secondary school faculty are highly qualified to teach the core academic subject areas.

- Graduating a sufficient number of teachers (to meet district demands) who are highly qualified to teach their content area.
- Gaining feedback from school and agency partners regarding high need areas.
- Gaining feedback from school and agency partners regarding areas of weakness as well as strength in our graduates. These data are then used to improve programs and better prepare educators.

Measurement: Comparison of WNMU employer survey data with PED data (we have not yet received these data.)

Statewide HQT Percentages by District, Subject Area

All School Levels (Elementary, Middle & Secondary) and All Subject Areas

School Year: 2010-2011

Reporting Period:

All Course Subject Areas	Total HQT Yes	Total HQT No	Total Classes	Percent HQT
ELED, MS & HS				

Objective #5: Increasing the percentage of elementary school classes taught by teachers who demonstrate by means of a high level of performance in core academic subject areas their mastery of the state academic content and performance standards.

Strategy: The School of Education at WNMU also continues to work with our Elementary School partners to address their need for highly qualified educators:

- Graduating a sufficient number of teachers (to meet district demands) who are highly qualified to teach the core content areas.
- Gaining feedback from school and agency partners regarding high need areas.
- Gaining feedback from school and agency partners regarding areas of weakness as well as strength in our graduates. This data is then used to improve programs and better prepare educators.

Measurement: Comparison of WNMU employer survey data with PED data (we have not yet received these data.)

Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy: WNMU is working to recruit prospective teachers in the areas of math, science, and technology.

- Increased focus in recruitment and retention plans
- Participation in state and national STEM projects

Measurement: Baseline data gained from 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement in Spring 2010.

Summary Table 5
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)

Title II Licensure Programs Completers: Math, Science, Technology, and SPED

Institution	Math	Science	Technology	SPED
Research Universities				
NM State University				
University of NM				
Comprehensive Colleges and Universities				
Eastern NM University				
Highlands University				
NM Institute Mining & Technology				

Northern NM College				
Western NM University	1	3		6
Community Colleges				
Central NM Community College				***
San Juan College				
Santa Fe Community College				
New Mexico Junior College*				
Private Colleges and Universities				
University of the Southwest				
Wayland Baptist University				
University of Phoenix				
Total				

* Not effective until the 2011-2012 EARS Report

**2010 New Mexico
Teacher Education Accountability Report
Financial Measures**

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 123 in regard to institutions that provide teacher education preparation. (SB123-Sec. E)

Financial Measures 1a Table Instructional Support Formula Revenue Compared to Budget for 2010-2011 Academic Year ¹

	2010-2011 Total Unrestricted SCH	Formula Revenue Generated	Adjusted Instructional Support Formula Revenue Generated ²	Adjusted Instructional Support Budget (including fringe benefits) ³	Adjusted Instructional Support Budget as Percent of Adjusted Instructional Support Revenue Generated
University/Institution	71193	\$18,331,939	\$14,714,683	\$15,057,765	102.3%
College/Program of Education	6997	\$3,145,493	\$2,524,825	\$1,825,606	72.3%
Initial Licensure Programs ⁴	5885	\$2,136,402	\$1,714,848	\$1,535,471	89.5%

Source: Institution

¹ In Tables 1a and 1b, the academic year includes the summer semester.

² The formula has some funding built into it for institutional, rather than academic unit, support. The adjusted formula revenue backs out this funding.

³ The adjusted instructional support budget is the final budget inclusive of all adjustments made to the original budget. Includes balance forward (fund balances). For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college budgets. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

⁴ Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that is licensure preparation related.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1b Table Expenditures and Cost per Student Credit Hour (SCH)
for 2010-2011 Academic Year**

	2010-2011 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits) ¹	Expenditures per SCH (with fringe benefits)
University/Institution	71193	\$13,644,706	191.
College/Program of Education	6997	\$1,288,944	184.
Initial Licensure Programs	5885	\$1,084,098	184.

Source: Institution

¹ For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college expenditures. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1c Table Lowest and Highest Compensation
(Salary + Benefits)
of Full-Time¹ and Part-Time Faculty²
2010-2011 (Fall 2010 and Spring 2011 Semesters)**

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3- Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
*44,301	*63,367	N/A	N/A	N/A	N/A

Source: Institution

Notes:

*Salary ONLY

¹ Full-time faculty include tenure-track and non-tenure-track faculty.

² Excludes graduate teaching assistants.

**New Mexico
Education Accountability Reporting System (EARS)
November 2011
New Mexico Highlands University**

Overview:

Provide a brief overview of your campus mission, academic programs, overarching objectives, values or characteristics which make your institution unique among all others. Continue on to provide an overview of your teacher education mission as it relates to the greater purpose of the university.

Please limit to one page.

NMHU identifies itself as a liberal arts institution. The core curriculum lies at the heart of the educational experience. In 1941, the New Mexico Normal School became NMHU as the mission was extended beyond teacher education. In 2005, Governor Richardson signed Senate Bill 161 that mandated a 35 credit-hour general-education common core curriculum. All NM higher education institutions accept each other's common-core requirements. Candidates easily transfer within the state university system without repeating general education core courses. Today, NMHU offers graduate and undergraduate programs in arts and science, business, education and social work.

NMHU Mission states that it will provide "Education through teaching, research, and service." The University's Vision states that "[NMHU] will provide an inspiring learning environment that promotes excellence, empowerment, transformation, and global understanding." These are the core values that support NMHU's mission and vision:

Advancement of knowledge	Candidate success
A diversity of ideas, peoples and cultures	Accessible education
Community	Individual well-being
Sustainable practices	

[North Central Association \[NCA\]](#) and [Higher Learning Commission \[HLC\]](#) traits anchor NMHU's core values. The NCA traits are: Mastery of Content Knowledge and Skills, Effective Communication Skills, Critical and Reflective Thinking Skills, and Effective Use of Technology. Through the Outcomes Assessment process, these NCA/HLC traits link to the SOE's conceptual framework.

The NMHU Mission statement works in conjunction with and in support of the School of Education [SOE] conceptual framework. The SOE conceptual framework includes the SOE Vision, Mission, Philosophy and Purpose Statements, and Knowledge Bases. Both the NMHU Mission statement and the SOE conceptual framework originate from the same gestalt. Both promote skill development, advancement of knowledge and practices, professional and personal growth as stated in the NMHU core values and NCA/HLC candidate traits. Both share the goals of providing candidates with ample performance-based opportunities through field placements in enriching [culturally-diverse learning environments](#).

School of Education Vision Statement

“The NMHU School of Education envisions programs that lead to candidate intellectual transformation and the preparation of thoughtful professional educators and counselors. The School of Education envisions graduates that are ready to engage as reflective practitioners and will be prepared for inclusive and diverse professional environments.”

School of Education Mission Statement

“The NMHU School of Education prepares teachers, counselors, and administrators for diverse and inclusive environments through excellence in teaching, research, and service.” [\[Revised 11.4.10\]](#)

Philosophy Statement

“We believe in democratic access to an education, both theoretical and authentic, that allows the reflective learner – who previously developed cultural schemas and pre-existing diverse cognitive processing skills - to construct a knowledge base, practice the skills and develop the professional dispositions in an authentic setting needed to excel in education, administration, counseling or other self-determined endeavors.”

From the [educational themes surveyed](#) during the [November 2008 faculty retreat](#), the SOE philosophy statement developed. Also, it integrates core values of NMHU’s Strategic Planning Committee.

- * Advancement of knowledge
- * Accessible education
- * Candidate success
- * A diversity of ideas, peoples and cultures
- * Community
- * Individual well being
- * Sustainable practices

Purpose Statement

The purpose of the School of Education is to provide highly qualified, entry level Early Childhood, Elementary, Secondary, and/or Special Education teachers and other professional personnel such as, educational leaders and counselors, to serve New Mexico and/or national PK-12 school districts. The program is embraced by the following themes: diversity, leadership, culturally inclusive, authentic setting(s), practice, reflective practitioner, professionalism, and knowledge and steeped in a conceptual framework that fosters democratic access to an education, allowing the reflective practitioner to continue to develop cultural schemas, diverse cognitive processing skills to construct a knowledge base that is entwined our School's themes.

Institutional Standards

[NMHU has four traits](#) all university graduates are expected to attain. The four traits are assessed as learning outcomes. These were established by surveying faculty and staff. The four traits are:

*** Mastery of content knowledge and skills**

*** Effective communication skills**

*** Critical and reflective thinking skills**

*** Effective use of technology**

**2011 New Mexico
Education Accountability Reporting System:
Teacher Preparation Indicators/Outcome Measures**

Indicator #1: Demographic Data: The total count of all currently admitted and enrolled students into licensure programs (initial, advanced, and alternative) accredited by the state of NM. (SB211-Sec. C)

Please Note: Admitted and enrolled is an unduplicated head count of enrolled students in beginning or advanced licensure coursework and who are already admitted into the teacher education program.

**Indicator Table 1 Demographic Data
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)**

NMPED Approved Programs	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education	69	0	69	15	35	17	1	1	0
Elementary Education	212	32	180	65	123	9	6	0	9
Secondary Education	12	7	5	4	5	1	1	0	1
Special Education	101	46	55	50	35	10	2	0	4
K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NMHU does not offer these programs								
Counseling Education	149	31	118	55	72	9	4	1	8
Educational Leadership	103	34	69	44	45	3	0	0	11
Curriculum & Instruction	86	15	71	33	40	6	5	1	1
Total	732	165	567	266	355	55	19	3	34

Source: Institution

Note: These data do not include programs for the continuing education or professional development of licensed teachers/educators.

Indicator #2: Standards for Entry/Exit: Standards for entry and exit refer to the admissions and program completer requirements for NMPED approved teacher education licensure programs. (SB211-Sec. C.1)

Please Note: Standards may include but are not limited to major GPA, Cumulative GPA (all time, or specific terms specified), NMTA test scores, ACT/SAT scores, interviews, completed general education requirements, interest inventories, etc. These must be in common across all institutions to account for the 2-4 year transfer compact.

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME	<ul style="list-style-type: none"> • NMTA Basic Skills score of at least 240 • Overall GPA of at least 2.5, based on a minimum of 24 credit hours • “C” or better in GNED 201 (Introduction to Teaching), SPED 214 (Introduction to Special Education) and ECME 300 (Professionalism) • A score of at least “3” out of “4” on a designated writing assignment in GNED 201 or ECME 300 • A “C” or better in ENG 112 (Composition) and MATH 140 (College Algebra) • Establish an electronic portfolio 	<ul style="list-style-type: none"> • NMTA Competency score of at least 240 • ECME 452 (Early Childhood Education Student Teaching): University Supervisor and Cooperating Teacher ratings indicating INTASC standards have been met • ECME 452: Class and field-based dispositions indicating INTASC standards have been met • Electronic portfolio completed, indicating all programs requirements have been met
UG Initial: ELEM	<ul style="list-style-type: none"> • NMTA Basic Skills score of at least 240 • Overall GPA of at least 2.5, based on a minimum of 24 credit hours • “C” or better in GNED 201 (Introduction to Teaching) and SPED 214 (Introduction to Special Education) • “S” in GNED 251 (Field Base I) • A score of at least “3” out of “4” on a designated writing assignment in GNED 201 • A “C” or better in ENG 112 	<ul style="list-style-type: none"> • NMTA Competency score of at least 240 • ELEM 451 (Field Base III Teacher Preparation Experience, Elementary): University Supervisor and Cooperating Teacher ratings indicating INTASC standards have been met • ELEM 451: Class and field-based dispositions indicating INTASC standards have been met • Electronic portfolio completed, indicating all programs requirements have been met

	(Composition) and MATH 140 (College Algebra)	
	<ul style="list-style-type: none"> Establish an electronic portfolio 	
UG Initial: SEC ED	<ul style="list-style-type: none"> NMTA Basic Skills score of at least 240 Overall GPA of at least 2.5, based on a minimum of 24 credit hours “C” or better in GNED 201 (Introduction to Teaching) and SPED 214 (Introduction to Special Education) “S” in GNED 251 (Field Base I) A score of at least “3” out of “4” on a designated writing assignment in GNED 201 A “C” or better in ENG 112 (Composition) and MATH 140 (College Algebra) Establish an electronic portfolio 	<ul style="list-style-type: none"> NMTA Competency score of at least 240 GNED 451 (Field Base III Teacher Preparation Experience, Secondary): University Supervisor and Cooperating Teacher ratings indicating INTASC standards have been met GNED 451: Class and field-based dispositions indicating INTASC standards have been met Electronic portfolio completed, indicating all programs requirements have been met Completion of a content-field major and Secondary Education minor
UG Initial: SPED	<ul style="list-style-type: none"> NMTA Basic Skills score of at least 240 Overall GPA of at least 2.5, based on a minimum of 24 credit hours “C” or better in GNED 201 (Introduction to Teaching) and SPED 214 (Introduction to Special Education) “S” in GNED 251 (Field Base I) A score of at least “3” out of “4” on a designated writing assignment in GNED 201 A “C” or better in ENG 112 (Composition) and MATH 140 (College Algebra) Establish an electronic portfolio 	<ul style="list-style-type: none"> NMTA Competency score of at least 240 SPED 451 (Field Base III Teacher Preparation Experience, Special Education): University Supervisor and Cooperating Teacher ratings indicating INTASC standards have been met SPED 451: Class and field-based dispositions indicating INTASC standards have been met Electronic portfolio completed, indicating all programs requirements have been met
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NMHU does not offer these programs	NMHU does not offer these programs
Others (specific to institutions)		

G Initial: ECE or ECME	NMHU does not offer these programs	NMHU does not offer these programs
G Initial: ELEM	NMHU does not offer these programs	NMHU does not offer these programs
G Initial: SEC ED	NMHU does not offer these programs	NMHU does not offer these programs
G Initial: SPED	<ul style="list-style-type: none"> • Minimum undergraduate GPA of 3.0 • An essay with a rating of at least “3” on a four-point rubric • Two affirmative letters of recommendation 	<ul style="list-style-type: none"> • Minimum end of program GPA of 3.0 • Oral examination mean rating of at least “3” on a five-point scale • Minimum comprehensive examination score of 70% (for exam option) • Rating of at least “Satisfactory with revisions” on thesis and field project clearance form (for thesis option) • Completion of the graduate exit survey
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NMHU does not offer these programs	NMHU does not offer these programs
Alternative: ECE or ECME	NMHU does not offer an alternative licensure program	
Alternative: ELEM		
Alternative: SEC ED		
Alternative: SPED		
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Post –Baccalaureate	<p>Licensure in Educational Leadership, Special Education, Elementary Education and Secondary Education</p> <ul style="list-style-type: none"> • Completed application • Interview • Two affirmative letters of recommendation • Letter of goals • Minimum undergraduate GPA of 3.0 	<ul style="list-style-type: none"> • Minimum end of program GPA of 3.0 • Oral examination mean rating of at least “3” on a five-point scale • Minimum comprehensive examination score of 70% • Completion of the graduate exit survey
Advanced: Counseling	<ul style="list-style-type: none"> • Completed application • Interview • Two affirmative letters of recommendation • Letter of goals • Minimum undergraduate GPA of 3.0 	<ul style="list-style-type: none"> • Minimum end of program GPA of 3.0 • Oral examination mean rating of at least “3” on a five-point scale • Minimum CPCE score of 70 • Rating of at least “Satisfactory with changes”

		on Professional paper <ul style="list-style-type: none"> • Completion of the graduate exit survey
Advanced: Education Leadership	<ul style="list-style-type: none"> • Completed application • Interview • Two affirmative letters of recommendation • Letter of goals • Minimum undergraduate GPA of 3.0 	<ul style="list-style-type: none"> • Minimum end of program GPA of 3.0 • Oral examination mean rating of at least “3” on a five-point scale • Minimum comprehensive examination score of 70% (for exam option) • Rating of at least “Satisfactory with revisions” on thesis and field project clearance form (for thesis option) • Completion of the graduate exit survey

Source: Institution

Key:

UG Initial: Undergraduate initial licensure

G Initial: Graduate initial licensure

Alternative: Alternative licensure

Post-Baccalaureate: Post-baccalaureate program

Advanced: Advanced licensure

Indicator #3: Number of hours required for field placement and student teaching: The state requires that the field experience hours be reported separately for pre-student teaching, student teaching, and other field experience hours. Alternative licensure is limited by state regulations to 6-21 credits (dependent upon licensure area); therefore, the structure of field experiences must differ from traditional programs.

For the purpose of this report field experience refers to a pre-student teaching and student teaching.

- Pre student teaching or practica is a limited, supervised, but not an all inclusive setting that gradually allows the student full time responsibility.
- Student teaching refers to a formal placement in an educational setting with a period in which typically the student teacher gradually and strategically takes over the entire class planning and teaching responsibilities. It is supervised and typically includes a full semester.

The calculation of on-site or contact hours includes the time that students are in classrooms conducting their assignments, **not off-site and other classroom assignments**. Other field experience hours are valuable activities that contribute to a diverse experiential foundation. These include but are not limited to related seminar sessions, attending teacher/administrative meetings, participating in parent-teacher conferences, producing a dossier, conducting action research, completing case studies, and community service to schools/human services agencies. (SB211-Sec. C-2)

**Indicator Table 3 Number of Hours for Field Placement and Student Teaching
2009-2010 Academic Year**

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours ²
UG Initial: ECE or ECME	72 (9 hours/week, 16 weeks, 144 per year, 72 per semester)	560 (35 hours/week, 16 weeks)	
UG Initial: ELEM	90 in two courses	560	
UG Initial: SEC ED	90 in two courses	560	
UG Initial: SPED	90 in two courses	560	
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NMHU does not offer these programs		
G Initial: ECE or ECME	NMHU does not offer these programs		
G Initial: ELEM	NMHU does not offer these programs		
G Initial: SEC ED	NMHU does not offer these programs		
G Initial: SPED	90 in two courses	560	
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NMHU does not offer these programs		
¹ Alternative: ECE or ECME	NMHU does not offer alternative licensure.		
Alternative: ELEM			
Alternative: SEC ED			
Alternative: SPED			
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Post –Baccalaureate	90 in two courses	560	
Advanced: Counseling	90 in two courses	560	
Advanced: Education Leadership	90 in two courses	560	

Source: Institution

Notes:

¹ Alternative licensure programs do not include pre-student teaching. Some alternative licensure programs require observation hours; if this is the case, they are reported in the On-site Contact Hours in Pre-Student Teaching column.

² For Counseling and Education Leadership programs, required clinical experience reported here.

Indicator # 4: The academic characteristics of teacher candidates in standard and alternative licensure programs: SB211 asks for the number and percent of students needing developmental coursework upon entering the program. Students needing developmental coursework must complete this coursework BEFORE entering licensure preparation programs. Alternatively, recognized standards of academic preparedness are provided here: average grade point average (CGPA) at admission to program, average ACT/SAT equivalent scores, and average passing score on the NMTA basic skills test. (SB211-Sec. C-3)

Indicator Table 4a Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Standard Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other _____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate		2.96	Not required	Not required	252
Graduate	Student self-reported cumulative undergraduate GPA	3.24	Not required		N/A

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected

Indicator Table 4b Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission 2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other _____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate					
Graduate					

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected.

³ Alternative licensure candidates record the cumulative GPA of the highest degree earned.

Indicator # 5: Number and Percentage of candidates completing program(s): The number of completers per year is a count of all “completers” of approved licensure programs (e.g., standard, post baccalaureate, advanced, alternative licensure). These data will reveal the typical pipeline information comparing the numbers of candidates admitted in teacher education versus the number of program completers based upon Title II data. These data will produce pipeline trend data of those entering and completing licensure programs. (SB211-Sec. C.4)

Indicator Table 5 Number and Percentage of Candidates Admitted and Enrolled 2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011) And Number of Title II (Licensure) Program Completers 2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)

Licensure Type	Number of Candidates Admitted and Enrolled 2010-2011 Academic Year	Number of Title II or Program Completers 2009-2010 Academic Year	Proportion (Percent) of 2009-10 Program Completers to 2010-11 Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate	394	107	27.0%

Alternative Licensure		Not offered	
Advanced Licensure: Counseling	149	23	15.0%
Advanced Licensure: Ed Leadership	103	35	34.0%

Source: Institution

Indicator #6: Number and types of degrees: These data reveal the number and types of degrees awarded to candidates by four year institutions. **This does not include certificate programs or 2 year program completers.** (SB211-Sec. C.5)

**Indicator Table 6 Number and Types of Degrees
2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)**

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME	15		
UG Initial: ELEM	62		
UG Initial: SEC ED	2		
UG Initial: SPED	8		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	Not offered at NMHU		
Other (specific to institutions)			
G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED		13	
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Alternative: ECE or ECME			
Alternative: ELEM			
Alternative: SEC ED			
Alternative: SPED			
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Post -Baccalaureate			
Advanced: Counseling		23	
Advanced: Education Leadership		35	
Advanced: Curriculum & Instruction		45	
² Other (specific to institution) i.e. masters for professional development or continuing education			

for educators in ECE or ECME, ELEM, SED, SPED, & BLED			
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Source: Institution

Note:

¹ Alternative licensure and post-bac programs do not grant degrees

² Added into the Table for 2010

Indicator #7: Description of placement practices: These data reflect the candidate and school placement criteria standards used by each institution for field experiences and student teaching. (SB211-Sec. C.7)

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME	<ul style="list-style-type: none"> Accredited school Teacher in good standing Must observe all levels (ECH, Elem, Mid and High School Special Education) 	<ul style="list-style-type: none"> State accredited school Teacher in good standing Match in discipline and level 	<ul style="list-style-type: none"> State accredited school Three-year licensed teacher Teacher in good standing Match in discipline /program/ level Principal approval 	
UG Initial: ELEM	Same as above	Same as above	Same as above	
UG Initial: SEC ED	Same as above	Same as above	Same as above	
UG Initial: SPED	Same as above	Same as above	Same as above	
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
G Initial: ECE or ECME				
G Initial: ELEM				
G Initial: SEC ED				
G Initial: SPED	Same as above	Same as above	Same as above	
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Alternative: ECE or ECME				

Alternative: ELEM				
Alternative: SEC ED				
Alternative: SPED				
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Post –Baccalaureate				Review of application and interview
Advanced: Counseling				Review of application and interview
Advanced: Education Leadership				Review of application and interview

Source: Institution

2011 New Mexico
Teacher Education Accountability Report
Evaluation Plan Objectives

Evaluation Plan

The Educator Accountability Report includes an evaluation plan that indicates high performance objectives. The plan includes objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on the first attempt, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives. (SB211)

Objectives/Strategies/Measurements

Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy:

Measurement: Baseline data gained from 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement in Spring 2010.

Summary Table 5

2010-2011 Academic Year

(Summer 2010, Fall 2010, and Spring 2011)

Title II Licensure Programs Completers: Math, Science, Technology, and SPED

Institution	Math	Science	Technology	SPED
Research Universities				
NM State University				
University of NM				
Comprehensive Colleges and Universities				
Eastern NM University				
Highlands University	1	0	0	14
NM Institute Mining & Technology				
Northern NM College				
Western NM University				
Community Colleges				
Central NM Community College				***
San Juan College				
Santa Fe Community College				
New Mexico Junior College*				
Private Colleges and Universities				
University of the Southwest				
Wayland Baptist University				
University of Phoenix				
Total				

* Not effective until the 2011-2012 EARS Report

**2010 New Mexico
Teacher Education Accountability Report
Financial Measures**

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 123 in regard to institutions that provide teacher education preparation. (SB123-Sec. E)

Financial Measures 1a Table Instructional Support Formula Revenue Compared to Budget for 2010-2011 Academic Year ¹

	2010-2011 Total Unrestricted SCH	Formula Revenue Generated	Adjusted Instructional Support Formula Revenue Generated ²	Adjusted Instructional Support Budget (including fringe benefits) ³	Adjusted Instructional Support Budget as Percent of Adjusted Instructional Support Revenue Generated
University/Institution	83511	32,956,774.47	26,268,197.09	20,935,753.08	79.7%
College/Program of Education	20652	8,588,547.49	6,845,501.78	2,594,445.17	37.9%
Initial Licensure Programs ⁴	8160	3,393,466.19	2,704,762.23	1,025,104.88	37.9%

Source: Institution

¹ In Tables 1a and 1b, the academic year includes the summer semester.

² The formula has some funding built into it for institutional, rather than academic unit, support. The adjusted formula revenue backs out this funding.

³ The adjusted instructional support budget is the final budget inclusive of all adjustments made to the original budget. Includes balance forward (fund balances). For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college budgets. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

⁴ Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that is licensure preparation related.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1b Table Expenditures and Cost per Student Credit Hour (SCH)
for 2010-2011 Academic Year**

	2010-2011 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits) ¹	Expenditures per SCH (with fringe benefits)
University/Institution	83511	20,935,753.08	250.69
College/Program of Education	20652	2,594,445.17	125.62
Initial Licensure Programs	8160	1,025,104.88	125.62

Source: Institution

¹ For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college expenditures. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1c Table Lowest and Highest Compensation
(Salary + Benefits)
of Full-Time¹ and Part-Time Faculty²
2010-2011 (Fall 2010 and Spring 2011 Semesters)**

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3-Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
\$59,400	\$85,825	\$7,425	\$10,659	\$2,926	\$5,851

Source: Institution

Notes:

¹ Full-time faculty include tenure-track and non-tenure-track faculty.

² Excludes graduate teaching assistants.

**New Mexico
Education Accountability Reporting System (EARS)
November 2011
New Mexico Institute of Mining and Technology**

Overview:

New Mexico Tech's Alternative Licensure Program (ALP) that is available to both students with degrees as well as undergraduates seeking a bachelor's degree in math or science, and specified courses in American History and psychology. All candidates must complete 18 student credit hours (SCH) of education courses, and 270 combined hours of field experience in both pre-student teaching (e.g., Methods) and student teaching.

It is a very small program, limited to secondary education, with endorsements in math or science. The program employs one full-time faculty position and one adjunct instructor.

The vision of the ALP is to fully prepare secondary teachers that are very familiar with New Mexico statutes and regulations that impact K-12 education, New Mexico Content Standards with Performance Benchmarks, research-based instructional strategies, assessment, and using student and school-level data for decision making.

Our mission is to provide schools with teachers who have the tools they need to engage all their students in meaningful learning and who bring excitement and enthusiasm for the teaching profession into the schools.

**2011 New Mexico
Education Accountability Reporting System:
Teacher Preparation Indicators/Outcome Measures**

Indicator #1: Demographic Data: The total count of all currently admitted and enrolled students into licensure programs (initial, advanced, and alternative) accredited by the state of NM. (SB211-Sec. C)

Please Note: Admitted and enrolled is an unduplicated head count of enrolled students in beginning or advanced licensure coursework and who are already admitted into the teacher education program. What courses are in and which are out...Don't count the 35 gen ed coursework...Extra 19 hours of gen ed. – don't count...(Co-requisites?) Our classes only... Count contextual courses...

New Mexico Institute of Mining and Technology
Indicator Table 1 Demographic Data
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)

NMPED Approved Programs	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education	0								
Elementary Education	0								
Secondary Education	19	7	12	14	5	0	0	0	0
Special Education	0								
K-12 (e.g., Art Ed, Music Ed, Physical Ed)	0								
Counseling Education	0								
Educational Leadership	0								
Total									

Source: Institution

Note: These data do not include programs for the continuing education or professional development of licensed teachers/educators.

Indicator #2: Standards for Entry/Exit: Standards for entry and exit refer to the admissions and program completer requirements for NMPED approved teacher education licensure programs. (SB211-Sec. C.1)

Please Note: Standards may include but are not limited to major GPA, Cumulative GPA (all time, or specific terms specified), NMTA test scores, ACT/SAT scores, interviews, completed general education requirements, interest inventories, etc. These must be in common across all institutions to account for the 2-4 year transfer compact.

**Indicator Table 2 Standard for Entry/Exit
2010-2011 Academic Year**

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME		
UG Initial: ELEM		
UG Initial: SEC ED		
UG Initial: SPED		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Others (specific to institutions)		
G Initial: ECE or ECME		
G Initial: ELEM		
G Initial: SEC ED		
G Initial: SPED		
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Alternative: ECE or ECME		
Alternative: ELEM		
Alternative: SEC ED	<ul style="list-style-type: none"> • 2.0 GPA as an undergraduate or possess a Bachelor's degree from a regionally accredited college or university with 30 credit hours (C- or better) in a specified teaching field. • Have passed basic skills tests in reading, mathematics, and writing (or have already passed the relevant college-level courses) or have passed the NM Teachers Assessment (NMTA) of 	<ul style="list-style-type: none"> • Passed all education courses (18 SCH) with a grade of C- or better. • Received a grade of a B- or better on their final portfolio, • Completed all course work required as an undergraduate: American History (3 SCH), PSY 323, Psychology of Child and Adolescent Development (3 SCH), PSY 311, Tests and Measurements (3 SCH) • Completed content course requirements as an

	<p>Basic Skills.</p> <ul style="list-style-type: none"> Participate in a background check and pay associated fees. 	<p>undergraduate or 30 credit hours in a teaching field as a graduate.</p> <ul style="list-style-type: none"> Maintained an overall GPA of 2.0 as an undergraduate Demonstrated a positive disposition to continue working in the field of education Received a Bachelor of Science Degree as an undergraduate Passed the NMTA of Basic Skills, Content Knowledge, and Teacher Competency.
Alternative: SPED		
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Post -Baccalaureate		
Advanced: Counseling		
Advanced: Education Leadership		

Source: Institution

Key:

- UG Initial: Undergraduate initial licensure
- G Initial: Graduate initial licensure
- Alternative: Alternative licensure
- Post-Baccalaureate: Post-baccalaureate program
- Advanced: Advanced licensure

Indicator #3: Number of hours required for field placement and student teaching: The state requires that the field experience hours be reported separately for pre-student teaching, student teaching, and other field experience hours. Alternative licensure is limited by state regulations to 6-21 credits (dependent upon licensure area); therefore, the structure of field experiences must differ from traditional programs.

For the purpose of this report field experience refers to a pre-student teaching and student teaching.

- Pre student teaching or practica is a limited, supervised, but not an all inclusive setting that gradually allows the student full time responsibility.
- Student teaching refers to a formal placement in an educational setting with a period in which typically the student teacher gradually and strategically takes over the entire class planning and teaching responsibilities. It is supervised and typically includes a full semester.

The calculation of on-site or contact hours includes the time that students are in classrooms conducting their assignments, **not off-site and other classroom assignments**. Other field experience hours are valuable activities that contribute to a diverse experiential foundation. These include but are not limited to related seminar sessions, attending teacher/administrative meetings, participating in parent-teacher conferences, producing a dossier, conducting action research, completing case studies, and community service to schools/human services agencies. (SB211-Sec. C-2)

**Indicator Table 3 Number of Hours for Field Placement and Student Teaching
2010-2011 Academic Year**

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours ²
UG Initial: ECE or ECME			
UG Initial: ELEM			
UG Initial: SEC ED	90	150	30
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Alternative: ECE or ECME			
Alternative: ELEM			
Alternative: SEC ED			
Alternative: SPED			
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Post –Baccalaureate			
Advanced: Counseling			
Advanced: Education Leadership			

Source: Institution

Notes:

¹ Alternative licensure programs do not include pre-student teaching. Some alternative licensure programs require observation hours; if this is the case, they are reported in the On-site Contact Hours in Pre-Student Teaching column.

² For Counseling and Education Leadership programs, required clinical experience reported here.

Indicator # 4: The academic characteristics of teacher candidates in standard and alternative licensure programs: SB211 asks for the number and percent of students needing developmental coursework upon entering the program. Students needing developmental coursework must complete this coursework BEFORE entering licensure preparation programs. Alternatively, recognized standards of academic preparedness are provided here: average grade point average (CGPA) at admission to program, average ACT/SAT equivalent scores, and average passing score on the NMTA basic skills test. (SB211-Sec. C-3)

Indicator Table 4a Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Standard Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other _____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	All time cumulative				
Graduate	All time cumulative				

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected

**Indicator Table 4b Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in
Alternative Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	Cumulative GPA	2.96			
Graduate	Cumulative GPA	NONE			

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected.

³ Alternative licensure candidates record the cumulative GPA of the highest degree earned.

Indicator # 5: Number and Percentage of candidates completing program(s): The number of completers per year is a count of all “completers” of approved licensure programs (e.g., standard, post baccalaureate, advanced, alternative licensure). These data will reveal the typical pipeline information comparing the numbers of candidates admitted in teacher education versus the number of program completers based upon Title II data. These data will produce pipeline trend data of those entering and completing licensure programs. (SB211-Sec. C.4)

Indicator Table 5 Number and Percentage of Candidates Admitted and Enrolled
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)
And Number of Title II (Licensure) Program Completers 2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)

Licensure Type	Number of Candidates Admitted and Enrolled 2010-2011 Academic Year	Number of Title II or Program Completers 2009-2010 Academic Year	Proportion (Percent) of 2009-10 Program Completers to 2010-11 Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate			
Alternative Licensure	19	2	10.5%
Advanced Licensure: Counseling			
Advanced Licensure: Ed Leadership			

Source: Institution

Indicator #6: Number and types of degrees: These data reveal the number and types of degrees awarded to candidates by four year institutions. **This does not include certificate programs or 2 year program completers.** (SB211-Sec. C.5)

**Indicator Table 6 Number and Types of Degrees
2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)**

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME			
UG Initial: ELEM			
UG Initial: SEC ED			
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Other (specific to institutions)			
G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Alternative: ECE or ECME	NA ¹	NA ¹	NA ¹
Alternative: ELEM	NA ¹	NA ¹	NA ¹
Alternative: SEC ED	NA ¹	NA ¹	NA ¹
Alternative: SPED	NA ¹	NA ¹	NA ¹
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA ¹	NA ¹	NA ¹
¹ Post -Baccalaureate			
Advanced: Counseling			
Advanced: Education Leadership			
² Other (specific to institution) i.e. masters for professional development or continuing education for educators in ECE or ECME, ELEM, SED, SPED, & BLED			

Source: Institution

Note:

¹ Alternative licensure and post-bac programs do not grant degrees

² Added into the Table for 2010

Indicator #7: Description of placement practices: These data reflect the candidate and school placement criteria standards used by each institution for field experiences and student teaching. (SB211-Sec. C.7)

**Indicator Table 7 Placement Practices
2010-2011 Academic Year**

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME				
UG Initial: ELEM				
UG Initial: SEC ED				
UG Initial: SPED				
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
G Initial: ECE or ECME				
G Initial: ELEM				
G Initial: SEC ED				
G Initial: SPED				
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Alternative: ECE or ECME				
Alternative: ELEM				
Alternative: SEC ED	<ul style="list-style-type: none"> Met admission to ALP including background check (see indicator #2) Students arrange observatio 	<ul style="list-style-type: none"> Passed prerequisite courses for EDUC 403 Methods & Practices of Secondary Teaching with a grade of C- or better Maintained an overall GPA of 2.0 and have 	<ul style="list-style-type: none"> Passed prerequisite courses for EDUC 411 Directed Teaching with a grade of C- or better Maintained an overall GPA of 2.0 and have senior status as an 	

	n times with specified personnel at each of the schools in the Socorro area.	<p>senior status as an undergraduate</p> <ul style="list-style-type: none"> • Demonstrated a positive disposition to continue working in the field of education • Passed the NMTA of Basic Skills • Placement with a level 2 or 3 teacher in the appropriate content area • Recommendation of building principal • Recommendation of ALP coordinator & instructors • Agreement on supervising teacher and ALP candidate responsibilities by all parties • Orientation meeting 	<p>undergraduate</p> <ul style="list-style-type: none"> • Demonstrated a positive disposition to continue working in the field of education • Passed the NMTA of Basic Skills • Passed the NMTA of Content Knowledge • Preferably placed with the practica supervising teacher • Placement with a level 2 or 3 teacher in the appropriate content area • Recommendation of building principal • Recommendation of ALP coordinator & instructors • Agreement on supervising teacher and ALP candidate responsibilities by all parties. • Orientation meeting. 	
Alternative: SPED				
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Post -Baccalaureate				
Advanced: Counseling				
Advanced: Education Leadership				

Source: Institution

2011 New Mexico
Teacher Education Accountability Report
Evaluation Plan Objectives

Evaluation Plan

The Educator Accountability Report includes an evaluation plan that indicates high performance objectives. The plan includes objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on the first attempt, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives. (SB211)

Objectives/Strategies/Measurements

Objective #1: Increasing student achievement for all students.

Strategy:

Measurement: The development and implementation of a seamless PK-20 data system is needed.

Objective #2: Increasing teacher and administrator retention, particularly in the first three years of a teacher or administrator's career.

Strategy:

Measurement: Need baseline data on teacher and administrator retention from NMPED.

Objective #3: Increasing the percentage of students who pass the NM Teacher Assessments (NMTA) for initial licensure on the first attempt (includes teacher and administrator exams).

Strategy:

Measurement: Baseline data gained from the 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement in Fall 2011. [Please review Summary Table 3 for all 2008-09 NMTA data from each institution. \(need to omit\)](#)

Objective #4: Increasing the percentage of secondary school classes taught in core academic subject areas by teachers who demonstrate by means of rigorous content area assessment a high level of subject area mastery and a thorough knowledge of the state's academic content and performance standards.

Strategy:

Measurement:

**Statewide HQT Percentages by District, Subject Area
All School Levels (Elementary, Middle & Secondary) and All Subject Areas**

School Year: 2010-2011

Reporting Period:

All Course Subject Areas	Total HQT Yes	Total HQT No	Total Classes	Percent HQT
ELED, MS & HS				

Objective #5: Increasing the percentage of elementary school classes taught by teachers who demonstrate by means of a high level of performance in core academic subject areas their mastery of the state academic content and performance standards.

Strategy:

Measurement:

Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy:

Measurement: Baseline data gained from 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement in Spring 2010.

**Summary Table 5
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)
Title II Licensure Programs Completers: Math, Science, Technology, and SPED**

Institution	Math	Science	Technology	SPED
Research Universities				
NM State University				

University of NM				
Comprehensive Colleges and Universities				
Eastern NM University				
Highlands University				
NM Institute Mining & Technology	1	1		
Northern NM College				
Western NM University				
Community Colleges				
Central NM Community College				***
San Juan College				
Santa Fe Community College				
New Mexico Junior College*				
Private Colleges and Universities				
University of the Southwest				
Wayland Baptist University				
University of Phoenix				
Total				

* Not effective until the 2011-2012 EARS Report

**2010 New Mexico
Teacher Education Accountability Report
Financial Measures**

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 123 in regard to institutions that provide teacher education preparation. (SB123-Sec. E)

Financial Measures 1a Table Instructional Support Formula Revenue Compared to Budget for 2010-2011 Academic Year ¹

	2010-2011 Total Unrestricted SCH	Formula Revenue Generated	Adjusted Instructional Support Formula Revenue Generated ²	Adjusted Instructional Support Budget (including fringe benefits) ³	Adjusted Instructional Support Budget as Percent of Adjusted Instructional Support Revenue Generated
University/Institution					
College/Program of Education					
Initial Licensure Programs ⁴					

Source: Institution

¹ In Tables 1a and 1b, the academic year includes the summer semester.

² The formula has some funding built into it for institutional, rather than academic unit, support. The adjusted formula revenue backs out this funding.

³ The adjusted instructional support budget is the final budget inclusive of all adjustments made to the original budget. Includes balance forward (fund balances). For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college budgets. In order to be able to compare across

institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

⁴ Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that is licensure preparation related.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1b Table Expenditures and Cost per Student Credit Hour (SCH)
for 2010-2011 Academic Year**

	2010-2011 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits) ¹	Expenditures per SCH (with fringe benefits)
University/Institution			
College/Program of Education			
Initial Licensure Programs			

Source: Institution

¹ For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college expenditures. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1c Table Lowest and Highest Compensation
(Salary + Benefits)
of Full-Time¹ and Part-Time Faculty²
2010-2011 (Fall 2010 and Spring 2011 Semesters)**

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3- Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest

Source: Institution

Notes:

¹ Full-time faculty include tenure-track and non-tenure-track faculty.

² Excludes graduate teaching assistants.

New Mexico
Education Accountability Reporting System (EARS)
November 2011
Northern New Mexico College

Overview:

Northern New Mexico College is a historic Hispanic Serving Institution founded in 1909 as the “Spanish American Normal School at El Rito.” Northern was founded by the New Mexico Constitution with a mission to produce bilingual teachers for northern New Mexico. Northern has continued to evolve, from a secondary boarding school to a vocational training school to New Mexico’s first community college in 1977, and finally to a baccalaureate degree granting institution in 2004. The multicultural, multilingual diversity of the region is a strength that the College of Education seeks to use as the foundation of its work in preparing teachers to positively impact the learning of students in the region and beyond. Northern recognizes the historical importance and fragility of the cultures in this region and seeks to place education in the context of place and history. Northern strives to make available to students a high quality, low cost education that will increase the number of students attaining degrees in the fields of education, science, technology, engineering or mathematics.

Northern’s historical mission to prepare teachers for northern New Mexico continues to be a major emphasis in the work of providing educational opportunities for students. Excellence in the preparation of educators is foundational to economic and educational growth in the region. This is the rationale behind the pursuit of excellence, the highest quality of experiences, and the high expectations of competency-based performance in teacher candidates. The expectation that high quality teachers can change the educational attainment and performance of students across the region drives Northern’s efforts to develop teacher education programs and policies that will positively impact students across the region.

**2011 New Mexico
Education Accountability Reporting System:
Teacher Preparation Indicators/Outcome Measures**

Indicator #1: Demographic Data: The total count of all currently admitted and enrolled students into licensure programs (initial, advanced, and alternative) accredited by the state of NM. (SB211-Sec. C)

**Indicator Table 1 Demographic Data
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)**

NMPED Approved Programs	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education									
Elementary Education		31	159	34	134	15	4	2	1
Secondary Education		14	22	12	15	4	0	0	5
Special Education		3	16	8	10	0	1	0	0
K-12 (e.g., Art Ed, Music Ed, Physical Ed)									
Counseling Education									
Educational Leadership									
Total									

Source: Northern New Mexico College

Note: These data do not include programs for the continuing education or professional development of licensed teachers/educators.

Indicator #2: Standards for Entry/Exit: Standards for entry and exit refer to the admissions and program completer requirements for NMPED approved teacher education licensure programs. (SB211-Sec. C.1)

**Indicator Table 2 Standard for Entry/Exit
2010-2011 Academic Year**

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME		
UG Initial: ELEM	<ul style="list-style-type: none"> • Application Form • Enrollment in good standing at NNMC • Completion of at least 55 credit hours of coursework toward BA in Elementary Education (35 credit hours of which are the College's common core • Letter of Intent • Philosophy of Education Statement • Passing score of 240 or higher on the New Mexico Assessment of Teacher Basic Skills • Assurance Form • Interview by Committee • Interview Rubric Comments and Recommendations • Letter of Acceptance • Transcripts GPA 2.5 	<ul style="list-style-type: none"> • Enrollment in good standing at NNMC • Transcripts showing 134 credits 2.5 GPA • Passing of NMTA Content Knowledge Assessment and Teacher Competency in Elementary Education Exams • Interview by Education Committee • Successful completion of 16 week Supervised Field Experience • Exit Evaluation: Program Evaluation, Letter of Completion, Receive BA Degree in Elementary Education with Humanities and Social Sciences Major, TESOL Major or Bilingual Education Major
UG Initial: SEC ED		
UG Initial: SPED		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
G Initial: ECE or ECME		
G Initial: ELEM		
G Initial: SEC ED		
G Initial: SPED		
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Alternative: ECE or ECME		
Alternative: ELEM	<ul style="list-style-type: none"> • Admission to NNMC 	<ul style="list-style-type: none"> • Enrollment in good

	<ul style="list-style-type: none"> • Bachelor's degree including 30 semester hours of credit in a particular field (or) Master's degree including 12 semester hours of graduate credit in a particular field (or) Doctorate in a particular field • Completion of Application • Copy of original transcripts demonstrating that the student has the education requirements to enter the program • Letter of intent • Personal philosophy of education • Two letters of recommendation • Complete an admission interview <p>Sign an assurance form</p>	<ul style="list-style-type: none"> standing at NNMC • Cumulative GPA of at least 3.0 • Completion of NMTA Basic Skills exam • Completion of 20 credit hours • Completion of the supervised field experience which includes a portfolio that provides evidence of attainment of the New Mexico teacher competencies • Completion of a graduate survey • Completion of course evaluation survey • Completion of self-assessment of program competencies (entry-level state competencies) • Completion of an exit interview <p>Completion of the NNMC petition to graduate</p>
Alternative: SEC ED	<ul style="list-style-type: none"> • Admission to NNMC • Bachelor's degree including 30 semester hours of credit in a particular field (or) Master's degree including 12 semester hours of graduate credit in a particular field (or) Doctorate in a particular field. • Copy of original transcripts demonstrating that the student has the education requirements to enter the program • Letter of intent • Personal philosophy of education • Two letters of recommendation • Complete an admission interview <p>Sign an assurance form</p>	<ul style="list-style-type: none"> • Enrollment in good standing at NNMC • Cumulative GPA of at least 3.0 • Completion of NMTA Basic Skills exam • Completion of 18 credit hours • Completion of the supervised field experience which includes a portfolio that provides evidence of attainment of the New Mexico teacher competencies • Completion of a graduate survey • Completion of course evaluation survey • Completion of self-assessment of program competencies (entry-level state competencies) • Completion of an exit interview • Completion of the NNMC

		petition to graduate
Alternative: SPED	<ul style="list-style-type: none"> • Admission to NNMC • Bachelor's degree including 30 semester hours of credit in a particular field (or) Master's degree including 12 semester hours of graduate credit in a particular field (or) Doctorate in a particular field. • Copy of original transcripts demonstrating that the student has the education requirements to enter the program • Letter of intent • Personal philosophy of education • Two letters of recommendation • Complete an admission interview • Sign an assurance form 	<ul style="list-style-type: none"> • Enrollment in good standing at NNMC • Cumulative GPA of at least 3.0 • Completion of NMTA Basic Skills exam • Completion of 20 credit hours • Completion of the supervised field experience which includes a portfolio that provides evidence of attainment of the New Mexico teacher competencies • Completion of a graduate survey • Completion of course evaluation survey • Completion of self-assessment of program competencies (entry-level state competencies) • Completion of an exit interview • Completion of the NNMC petition to graduate
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Post -Baccalaureate		
Advanced: Counseling		
Advanced: Education Leadership		

Source: NNMC COE

Key:

UG Initial: Undergraduate initial licensure

G Initial: Graduate initial licensure

Alternative: Alternative licensure

Post-Baccalaureate: Post-baccalaureate program

Advanced: Advanced licensure

Indicator #3: Number of hours required for field placement and student teaching: The state requires that the field experience hours be reported separately for pre-student teaching, student teaching, and other field experience hours. Alternative licensure is limited by state regulations to 6-21 credits (dependent upon licensure area); therefore, the structure of field experiences must differ from traditional programs.

The calculation of on-site or contact hours includes the time that students are in classrooms conducting their assignments. Other field experience hours are valuable activities that contribute to a diverse experiential foundation. These include but are not limited to related seminar sessions, attending teacher/administrative meetings, participating in parent-teacher conferences, producing a dossier, conducting action research, completing case studies, and community service to schools/human services agencies. (SB211-Sec. C-2)

**Indicator Table 3 Number of Hours for Field Placement and Student Teaching
2010-2011 Academic Year**

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours ²
UG Initial: ECE or ECME	NA		
UG Initial: ELEM	137	14 weeks/ 490 hours	
UG Initial: SEC ED	NA		
UG Initial: SPED	NA		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA		
G Initial: ECE or ECME	NA		
G Initial: ELEM	NA		
G Initial: SEC ED	NA		
G Initial: SPED	NA		
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA		
¹ Alternative: ECE or ECME	NA ¹		
Alternative: ELEM	45	95	
Alternative: SEC ED	45	95	
Alternative: SPED	60	125	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA ¹		
Post –Baccalaureate	NA		
Advanced: Counseling	NA		
Advanced: Education Leadership	NA		

Source: Northern New Mexico College

Notes:

¹ Alternative licensure programs do not include pre-student teaching. Some alternative licensure programs require observation hours; if this is the case, they are reported in the On-site Contact Hours in Pre-Student Teaching column.

² For Counseling and Education Leadership programs, required clinical experience reported here.

Indicator # 4: The academic characteristics of teacher candidates in standard and alternative licensure programs: SB211 asks for the number and percent of students needing developmental coursework upon entering the program. Students needing developmental coursework must complete this coursework BEFORE entering licensure preparation programs. Alternatively, recognized standards of academic preparedness are provided here: average grade point average (CGPA) at admission to program, average ACT/SAT equivalent scores, and average passing score on the NMTA basic skills test. (SB211-Sec. C-3)

Indicator Table 4a Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Standard Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	All Time Cumulative	3.35	NA	NA	256
Graduate					

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected

Indicator Table 4b Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Alternative Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for	Avg. ACT/SAT Equivalent Score at Admission to Institution for	Avg. Passing Score on NMTA Basic Skills at Admission to

			Teacher Education Students ¹	All Students ¹	Program
Undergraduate					
Graduate*	Major GPA	3.14			272

Source: Institution

Notes:

*NNMC does not award Graduate degrees, but does require ALP candidates to have an undergraduate degree.

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected.

³ Alternative licensure candidates record the cumulative GPA of the highest degree earned.

Indicator # 5: Number and Percentage of candidates completing program(s): The number of completers per year is a count of all “completers” of approved licensure programs (e.g., standard, post baccalaureate, advanced, alternative licensure). These data will reveal the typical pipeline information comparing the numbers of candidates admitted in teacher education versus the number of program completers based upon Title II data. These data will produce pipeline trend data of those entering and completing licensure programs. (SB211-Sec. C.4)

Indicator Table 5 Number and Percentage of Candidates Admitted and Enrolled
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)
And Number of Title II (Licensure) Program Completers 2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)

Licensure Type	Number of Candidates Admitted and Enrolled 2010-2011 Academic Year	Number of Title II or Program Completers 2009-2010 Academic Year	Proportion (Percent) of 2009-10 Program Completers to 2010-11 Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate	64	15	23%
Alternative Licensure	94	25	27%
Advanced Licensure: Counseling	NA		
Advanced Licensure: Ed Leadership	NA		

Source: NNMC

Indicator #6: Number and types of degrees: These data reveal the number and types of degrees awarded to candidates by four year institutions. This does not include certificate programs or 2 year program completers. (SB211-Sec. C.5)

**Indicator Table 6 Number and Types of Degrees
2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)**

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME	NA		
UG Initial: ELEM	6		
UG Initial: SEC ED	NA		
UG Initial: SPED	NA		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA		
Other (specific to institutions)			
G Initial: ECE or ECME	NA		
G Initial: ELEM	NA		
G Initial: SEC ED	NA		
G Initial: SPED	NA		
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA		
¹ Alternative: ECE or ECME	NA		
Alternative: ELEM	11		
Alternative: SEC ED	5		
Alternative: SPED	9		
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA		
¹ Post -Baccalaureate	Alt Lic is Post-Baccalaureate		
Advanced: Counseling	NA		
Advanced: Education Leadership	NA		
² Other (specific to institution) i.e. masters for	NA		

professional development or continuing education for educators in ECE or ECME, ELEM, SED, SPED, & BLED			
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Source: Institution

Note:

¹ Alternative licensure and post-bac programs do not grant degrees

² Added into the Table for 2010

Indicator #7: Description of placement practices: These data reflect the candidate and school placement criteria standards used by each institution for field experiences and student teaching. (SB211-Sec. C.7)

**Indicator Table 7 Placement Practices
2010-2011 Academic Year**

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME	Enrollment in ECE 234	Enrollment in ECE 234	Admission to Program Completion of ECE 234 Enrollment in one of the following: <ul style="list-style-type: none"> ECE 235-Student Teaching: Infant/Toddler, ECE 236-Student Teaching: Preschool, or ECE 237-Student Teaching: Elementary Each section requires 100 clock hours with a two-week teaching component and a seminar sessions 	NA
UG Initial: ELEM	Enrollment in ED 213 (Field Experience—45 clock hours)	Enrollment in the following courses: <ul style="list-style-type: none"> ED 311 (Successful Classroom Strategies) 32-38 clock hours, ED 411 (Teaching Diagnosis of Reading) 32-38 clock 	Admission to Program Completion of Practicum Courses: <ul style="list-style-type: none"> ED 213, ED 311, ED 422, ED 423 Application to FTST one semester prior to placement Passing of NMTA Basic Skills, Content Knowledge, Teacher Competency Fingerprinting/Background Cumulative GPA of 2.25 Screening Interview FTST/Mentor Orientation Placement with a Level Three mentor, principal recommendation, or PDS school site 	NA

		<ul style="list-style-type: none"> hours, Ed 423 (Science and math for Educators II) 16 clock hours 	<ul style="list-style-type: none"> Three letters of recommendation Completion of FTST packet Enrollment of ED 480, FTST Seminar (1 semester hour) Committee Interviews prior to placement 	
UG Initial: SEC ED	NA			
UG Initial: SPED	NA			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA			
G Initial: ECE or ECME	NA			
G Initial: ELEM	NA			
G Initial: SEC ED	NA			
G Initial: SPED	NA			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA			
Alternative: ECE or ECME	NA			
Alternative: ELEM	NA	<p>Admission to program Degree completion Cumulative GPA of 3.6 Enrollment in each of the following courses:</p> <ul style="list-style-type: none"> ED 401, Foundations of Education (7.5 clock hours) ED 412, Teaching and Diagnosis of Reading (7.5 clock hours) ED 492, Assessment 	<p>Admission to Program Completion of Practicum Courses:</p> <ul style="list-style-type: none"> ED 401, ED 412, ED 492, ED 493 Fingerprinting/Background Cumulative GPA of 3.6 Enrollment of ED 496L, Supervised Field Experience (95 hours) with seminars included. A two-week full time student teaching component is included 	NA

		<p>nt and Evaluation of Student Learning (15 clock hours)</p> <ul style="list-style-type: none"> • ED 493, The Integrated Elementary Classroom (15 clock hours) 		
Alternative: SEC ED	NA	<p>Admission to program Degree completion Cumulative GPA of 3.6 Enrollment in each of the following courses:</p> <ul style="list-style-type: none"> • ED 401, Foundations of Education (7.5 clock hours) • ED 462, Reading and Writing Across the Curriculum (7.5 clock hours) • ED 474, Methods and Materials in Secondary Education (15 clock hours) • ED 492, Assessment and Evaluation of Student Learning (15 clock hours) 	<p>Admission to Program Completion of Practicum Courses:</p> <ul style="list-style-type: none"> • ED 401, ED 462, ED 474, ED 492 • Fingerprinting/Background • Cumulative GPA of 3.6 • Enrollment of ED 498L, Supervised Field Experience (95 hours) with seminars included. A two-week full time student teaching component is included 	NA
Alternative: SPED	NA	<p>Admission to program Degree</p>	<p>Admission to Program Completion of Practicum Courses:</p>	NA

		<p>completion Cumulative GPA of 3.6 Enrollment in each of the following courses:</p> <ul style="list-style-type: none"> • ED 401, Foundations of Education (7.5 clock hours) • ED 465, Reading for Special Learners (15 clock hours) • ED 480, Curriculum Methods & Materials for Special Education (15 clock hours) • ED 485, Teaching Reading in Special Education (15 clock hours) 	<ul style="list-style-type: none"> • ED 401, ED 465, ED 480, ED 485 • Fingerprinting/Background • Cumulative GPA of 3.6 • Enrollment of ED 497L, Supervised Field Experience (125 hours) with seminars included. A two-week full time student teaching component is included 	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Post -Baccalaureate				
Advanced: Counseling				
Advanced: Education Leadership				

Source: Institution

2011 New Mexico
Teacher Education Accountability Report
Evaluation Plan Objectives

Evaluation Plan

The Educator Accountability Report includes an evaluation plan that indicates high performance objectives. The plan includes objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on the first attempt, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives. (SB211)

Objectives/Strategies/Measurements

Objective #1: Increasing student achievement for all students.

Strategy:

Measurement: The development and implementation of a seamless PK-20 data system is needed.

Objective #2: Increasing teacher and administrator retention, particularly in the first three years of a teacher or administrator's career.

Strategy:

Measurement: Need baseline data on teacher and administrator retention from NMPED.

Objective #3: Increasing the percentage of students who pass the NM Teacher Assessments (NMTA) for initial licensure on the first attempt (includes teacher and administrator exams).

Strategy:

Measurement: Baseline data gained from the 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement.

Objective #4: Increasing the percentage of secondary school classes taught in core academic subject areas by teachers who demonstrate by means of rigorous content area assessment a high level of subject area mastery and a thorough knowledge of the state's academic content and performance standards.

Strategy: Recruit students with degrees in core academic subject areas to participate in the Alternative Licensure Program.

Measurement:

Statewide HQT Percentages by District, Subject Area

All School Levels (Elementary, Middle & Secondary) and All Subject Areas

School Year: 2010-2011

Reporting Period:

All Course Subject Areas	Total HQT Yes	Total HQT No	Total Classes	Percent HQT
ELED, MS & HS	5	1		

Objective #5: Increasing the percentage of elementary school classes taught by teachers who demonstrate by means of a high level of performance in core academic subject areas their mastery of the state academic content and performance standards.

Strategy:

Measurement:

Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy:

Measurement: Baseline data gained from 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement in Spring 2010.

Summary Table 5

2010-2011 Academic Year

(Summer 2010, Fall 2010, and Spring 2011)

Title II Licensure Programs Completers: Math, Science, Technology, and SPED

Institution	Math	Science	Technology	SPED
Research Universities				
NM State University				
University of NM				

Comprehensive Colleges and Universities				
Eastern NM University				
Highlands University				
NM Institute Mining & Technology				
Northern NM College**	1	6	NA	3
Western NM University				
Community Colleges				
Central NM Community College				***
San Juan College				
Santa Fe Community College				
New Mexico Junior College*				
Private Colleges and Universities				
University of the Southwest				
Wayland Baptist University				
University of Phoenix				
Total				

* Not effective until the 2011-2012 EARS Report ** Title II Report NNMC 2009-2010

2010 New Mexico Teacher Education Accountability Report Financial Measures

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 123 in regard to institutions that provide teacher education preparation. (SB123-Sec. E)

**Financial Measures 1a Table Instructional Support Formula Revenue Compared to Budget
for 2010-2011 Academic Year ¹**

	2010-2011 Total Unrestricted SCH	Formula Revenue Generated	Adjusted Instructional Support Formula Revenue Generated ²	Adjusted Instructional Support Budget (including fringe benefits) ³	Adjusted Instructional Support Budget as Percent of Adjusted Instructional Support Revenue Generated
Northern New Mexico College	40479	\$7,654,705	\$6,528,774	\$5,782,230	88.6%
College of Education	1510	\$453,127	\$386,476	\$576,323	149.1%
Initial Licensure Programs ⁴	552	\$163,709	\$139,629	\$576,323	412.8%

Source: Institution

¹ In Tables 1a and 1b, the academic year includes the summer semester.

² The formula has some funding built into it for institutional, rather than academic unit, support. The adjusted formula revenue backs out this funding.

³ The adjusted instructional support budget is the final budget inclusive of all adjustments made to the original budget. Includes balance forward (fund balances). For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college budgets. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

⁴ Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that is licensure preparation related.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1b Table Expenditures and Cost per Student Credit Hour (SCH)
for 2010-2011 Academic Year**

	2010-2011 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits) ¹	Expenditures per SCH (with fringe benefits)
Northern New Mexico College	40479	\$6,181,178	152.7008528
College/Program of Education	1510	\$522,362	345.9349669
Initial Licensure Programs	552	\$522,362	946.3076087

Source: Northern New Mexico College

¹ For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college expenditures. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1c Table Lowest and Highest Compensation
(Salary + Benefits)
of Full-Time¹ and Part-Time Faculty²
2010-2011 (Fall 2010 and Spring 2011 Semesters)**

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3- Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
58,950	72,050	772	812	713	750

Source: Northern New Mexico College

Notes:

¹ Full-time faculty include tenure-track and non-tenure-track faculty.

² Excludes graduate teaching assistants.

New Mexico
Education Accountability Reporting System (EARS)
November 2011
Central New Mexico Community College

Overview:

Central New Mexico Community College (CNM) has historically served undergraduate education students with its associate of arts degrees in education. Our undergraduate coursework is predominantly taken by non-traditional, part-time, Latina students already working in the field of education. We serve approximately 1500 students in these programs.

During the 2007-08 academic year CNM launched its alternative licensure program beginning with elementary and secondary licensure. In spring 2008, we recruited our first cohort of students seeking special education and early childhood licensure. We currently have 434 students in these programs and 328 graduates.

We do have a higher attrition rate than traditional programs as we have many students who decide within the first semester of the program through coursework and/or teaching on an intern license that this career is not a good fit. Part of the appeal of alternative licensure programs is that it allows for individuals to figure out in a low-stakes approach whether or not this career is a good fit; thus, higher attrition rates are to be expected.

The specific mission of our alternative teacher preparation programs is to recruit mature, diverse, careered, individuals to the field of teaching and prepare them to work successfully with the diverse students in our local schools. After recruiting our initial cohorts, we specifically began targeting our recruitment for high need areas—in particular, bilingual elementary, secondary math and science and special education. We are particularly proud of the high numbers of individuals we recruit for special education—we have more students in our special education licensure program than any of the others.

We also work collaboratively with school district officials to assist in screening and licensing individuals they would like to hire and provide support for their success and retention, through coursework, mentoring, professional development and other resources aligned to district needs. Our curriculum is intended especially to prepare our graduates to work in school districts in Central New Mexico.

**2011 New Mexico
Education Accountability Reporting System:
Teacher Preparation Indicators/Outcome Measures**

Indicator #1: Demographic Data: The total count of all currently admitted and enrolled students into licensure programs (initial, advanced, and alternative) accredited by the state of NM. (SB211-Sec. C)

Please Note: Admitted and enrolled is an unduplicated head count of enrolled students in beginning or advanced licensure coursework and who are already admitted into the teacher education program.

**Indicator Table 1 Demographic Data
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)**

NMPED Approved Programs	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education	21	2	19	11	9	0	0	1	0
Elementary Education	120	19	101	82	31	2	3	2	0
Secondary Education	121	69	52	86	28	1	2	1	3
Special Education	172	53	119	107	42	4	14	3	2
K-12 (e.g., Art Ed, Music Ed, Physical Ed)									
Counseling Education									
Educational Leadership									
Total	434	143	291	286	110	7	19	7	5

Source: Institution

Note: These data do not include programs for the continuing education or professional development of licensed teachers/educators.

Indicator #2: Standards for Entry/Exit: Standards for entry and exit refer to the admissions and program completer requirements for NMPED approved teacher education licensure programs. (SB211-Sec. C.1)

Please Note: Standards may include but are not limited to major GPA, Cumulative GPA (all time, or specific terms specified), NMTA test scores, ACT/SAT scores, interviews, completed general education requirements, interest inventories, etc. These must be in common across all institutions to account for the 2-4 year transfer compact.

**Indicator Table 2 Standard for Entry/Exit
2010-2011 Academic Year**

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME		
UG Initial: ELEM		
UG Initial: SEC ED		
UG Initial: SPED		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Others (specific to institutions)		
G Initial: ECE or ECME		
G Initial: ELEM		
G Initial: SEC ED		
G Initial: SPED		
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Alternative: ECE or ECME	<ul style="list-style-type: none"> • B.A. Degree • Min. 1 Year Experience Working in Field (or closely related experience) or related B.A. degree • Passing Score on Basic Skills • Completed Program Application including: Letter of Intent, Technology Essay, Diversity Essay, References, • Attendance at Orientation Session 	<ul style="list-style-type: none"> • 3.0 average GPA on program coursework • Successful completion of Supervised Field Experience • Core-values Assessment • Passing Scores on NMTA—Content Exam
Alternative: ELEM	Same as above	
Alternative: SEC ED	Same as above	
Alternative: SPED	Same as above	

Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	N/A	
Post -Baccalaureate		
Advanced: Counseling		
Advanced: Education Leadership		

Source: Institution

Key:

UG Initial: Undergraduate initial licensure

G Initial: Graduate initial licensure

Alternative: Alternative licensure

Post-Baccalaureate: Post-baccalaureate program

Advanced: Advanced licensure

Indicator #3: Number of hours required for field placement and student teaching: The state requires that the field experience hours be reported separately for pre-student teaching, student teaching, and other field experience hours. Alternative licensure is limited by state regulations to 6-21 credits (dependent upon licensure area); therefore, the structure of field experiences must differ from traditional programs.

For the purpose of this report field experience refers to a pre-student teaching and student teaching.

- Pre student teaching or practica is a limited, supervised, but not an all inclusive setting that gradually allows the student full time responsibility.
- Student teaching refers to a formal placement in an educational setting with a period in which typically the student teacher gradually and strategically takes over the entire class planning and teaching responsibilities. It is supervised and typically includes a full semester.

The calculation of on-site or contact hours includes the time that students are in classrooms conducting their assignments, **not off-site and other classroom assignments**. Other field experience hours are valuable activities that contribute to a diverse experiential foundation. These include but are not limited to related seminar sessions, attending teacher/administrative meetings, participating in parent-teacher conferences, producing a dossier, conducting action research, completing case studies, and community service to schools/human services agencies. (SB211-Sec. C-2)

**Indicator Table 3 Number of Hours for Field Placement and Student Teaching
2010-2011 Academic Year**

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours ²
UG Initial: ECE or ECME			
UG Initial: ELEM			
UG Initial: SEC ED			
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			

G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Alternative: ECE or ECME	25	160	
Alternative: ELEM	25	160	
Alternative: SEC ED	20	160	
Alternative: SPED	25	160	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	N/A	N/A	
Post –Baccalaureate			
Advanced: Counseling			
Advanced: Education Leadership			

Source: Institution

Notes:

¹ Alternative licensure programs do not include pre-student teaching. Some alternative licensure programs require observation hours; if this is the case, they are reported in the On-site Contact Hours in Pre-Student Teaching column.

² For Counseling and Education Leadership programs, required clinical experience reported here.

Indicator # 4: The academic characteristics of teacher candidates in standard and alternative licensure programs: SB211 asks for the number and percent of students needing developmental coursework upon entering the program. Students needing developmental coursework must complete this coursework BEFORE entering licensure preparation programs. Alternatively, recognized standards of academic preparedness are provided here: average grade point average (CGPA) at admission to program, average ACT/SAT equivalent scores, and average passing score on the NMTA basic skills test. (SB211-Sec. C-3)

Indicator Table 4a Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Standard Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other _____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate					
Graduate					

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected

**Indicator Table 4b Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in
Alternative Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other _____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	All time cumulative	3.28			275
Graduate					

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected.

³ Alternative licensure candidates record the cumulative GPA of the highest degree earned.

Indicator # 5: Number and Percentage of candidates completing program(s): The number of completers per year is a count of all “completers” of approved licensure programs (e.g., standard, post baccalaureate, advanced, alternative licensure). These data will reveal the typical pipeline information comparing the numbers of candidates admitted in teacher education versus the number of program completers based upon Title II data. These data will produce pipeline trend data of those entering and completing licensure programs. (SB211-Sec. C.4)

Indicator Table 5 Number and Percentage of Candidates Admitted and Enrolled
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)
And Number of Title II (Licensure) Program Completers 2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)

Licensure Type	Number of Candidates Admitted and Enrolled 2010-2011 Academic Year	Number of Title II or Program Completers 2009-2010 Academic Year	Proportion (Percent) of 2009-10 Program Completers to 2010-11 Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate			
Alternative Licensure	434	102	24%

*First graduates in 08 so graduate

			data still catching up to enrollment data
Advanced Licensure: Counseling			
Advanced Licensure: Ed Leadership			

Source: Institution

Indicator #6: Number and types of degrees: These data reveal the number and types of degrees awarded to candidates by four year institutions. **This does not include certificate programs or 2 year program completers.** (SB211-Sec. C.5)

**Indicator Table 6 Number and Types of Degrees
2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)**

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME			
UG Initial: ELEM			
UG Initial: SEC ED			
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Other (specific to institutions)			
G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Alternative: ECE or ECME			
Alternative: ELEM			
Alternative: SEC ED			
Alternative: SPED			
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Post -Baccalaureate			
Advanced: Counseling			
Advanced: Education Leadership			
² Other (specific to institution) i.e. masters for professional development or continuing education for educators in ECE or ECME, ELEM, SED, SPED, & BLED			

Source: Institution

Note:

¹ Alternative licensure and post-bac programs do not grant degrees

²Added into the Table for 2010

Indicator #7: Description of placement practices: These data reflect the candidate and school placement criteria standards used by each institution for field experiences and student teaching. (SB211-Sec. C.7)

**Indicator Table 7 Placement Practices
2010-2011 Academic Year**

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME				
UG Initial: ELEM				
UG Initial: SEC ED				
UG Initial: SPED				
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
G Initial: ECE or ECME				
G Initial: ELEM				
G Initial: SEC ED				
G Initial: SPED				
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Alternative: ECE or ECME			<p>Placed with a cooperating/mentor teacher that is approved by the school administrator and has a minimum of a Level II license if working in public school setting or at least 5 years of experience if working in private school setting</p> <p>Student teacher is teaching content in which he/she has passed the NMTA content exam.</p> <p>Student teacher is teaching in a classroom that is reflective of the licensure area.</p>	

			Program GPA of 3.5	
Alternative: ELEM			Same as above	
Alternative: SEC ED			Same as above	
Alternative: SPED			Same as above	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			N/A	
Post -Baccalaureate				
Advanced: Counseling				
Advanced: Education Leadership				

Source: Institution

2011 New Mexico
 Teacher Education Accountability Report
 Evaluation Plan Objectives

Evaluation Plan

The Educator Accountability Report includes an evaluation plan that indicates high performance objectives. The plan includes objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on the first attempt, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives. (SB211)

Objectives/Strategies/Measurements

Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy:

Measurement: Baseline data gained from 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement in Spring 2010.

Summary Table 5

2010-2011 Academic Year

(Summer 2010, Fall 2010, and Spring 2011)

Title II Licensure Programs Completers: Math, Science, Technology, and SPED

Institution	Math	Science	Technology	SPED
Research Universities				
NM State University				
University of NM				
Comprehensive Colleges and Universities				
Eastern NM University				
Highlands University				
NM Institute Mining & Technology				

Northern NM College				
Western NM University				
Community Colleges				
Central NM Community College	15	13		53
San Juan College				
Santa Fe Community College				
New Mexico Junior College*				
Private Colleges and Universities				
University of the Southwest				
Wayland Baptist University				
University of Phoenix				
Total				

* Not effective until the 2011-2012 EARS Report

**2010 New Mexico
Teacher Education Accountability Report
Financial Measures**

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 123 in regard to institutions that provide teacher education preparation. (SB123-Sec. E)

Financial Measures 1a Table Instructional Support Formula Revenue Compared to Budget for 2010-2011 Academic Year ¹

	2010-2011 Total Unrestricted SCH	Formula Revenue Generated	Adjusted Instructional Support Formula Revenue Generated ²	Adjusted Instructional Support Budget (including fringe benefits) ³	Adjusted Instructional Support Budget as Percent of Adjusted Instructional Support Revenue Generated
University/Institution	609,344	93,442,841	81,868,637	62,160,590	75.9
College/Program of Education	14,178	2,034,333	1,782,352	714,514	40.1
Initial Licensure Programs ⁴	3,843	512,426	448,955	193,672	43.1

Source: Institution

¹ In Tables 1a and 1b, the academic year includes the summer semester.

² The formula has some funding built into it for institutional, rather than academic unit, support. The adjusted formula revenue backs out this funding.

³ The adjusted instructional support budget is the final budget inclusive of all adjustments made to the original budget. Includes balance forward (fund balances). For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college budgets. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

⁴ Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that is licensure preparation related.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1b Table Expenditures and Cost per Student Credit Hour (SCH)
for 2010-2011 Academic Year**

	2010-2011 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits) ¹	Expenditures per SCH (with fringe benefits)
University/Institution	609,344	62,160,590	102.01
College/Program of Education	14,178	714,514	49.70
Initial Licensure Programs	3,843	347,399	90.39

Source: Institution

¹ For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college expenditures. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1c Table Lowest and Highest Compensation
(Salary + Benefits)
of Full-Time¹ and Part-Time Faculty²
2010-2011 (Fall 2010 and Spring 2011 Semesters)**

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3- Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
57,273	60,433	5727	6043	2,563	3,472

Source: Institution

Notes:

¹ Full-time faculty include tenure-track and non-tenure-track faculty.

² Excludes graduate teaching assistants.

New Mexico
Education Accountability Reporting System (EARS)
November 2011
Santa Fe Community College

Overview:

Santa Fe Community College is responsible for providing the region with affordable high quality education and training. Presented through a variety of delivery methods and time formats, this includes basic skill programs; certificates and technical degrees; associate degrees with four year transfer potential, and personal enrichment courses both for credit and not for credit. These offerings are designed to add value to the lives of our community members by broadening opportunities; enhancing personal income; improving working and living conditions; and fostering richer, healthier lives. The College also responds to the economic and workforce needs of the community by quickly and flexibly providing essential training, especially in emerging technologies.

SFCC Mission

Santa Fe Community College is the gateway to individual and community success by providing affordable, high quality educational programs that serve the social, cultural, technological, and economic needs of the diverse Santa Fe community.

SFCC Vision

Santa Fe Community College is an effective and efficient teaching/learning organization, both a compelling destination and a commanding presence within the Santa Fe community—an agile and broad-based resource for educational, social, cultural and economic leadership.

Teacher Academy Mission

The SFCC Teacher Academy mission is to professionally prepare critically reflective and culturally responsive educators who expect and support the success of each and every student, and to significantly contribute to the quality of education in New Mexico and beyond.

Teacher Academy Vision

Our vision is that our teachers will serve as advocates for social justice and as leaders and change agents for the transformation of education. Our teachers will fully engage in the cultural, political, and economic life of our democratic society, and by example, will inspire students, families, school districts, and the communities they serve.

Teacher Academy Guiding Principles

Critically Reflective Teaching: Engage in continuous, critical reflection to improve the effectiveness of teaching and learning.

Professionalism: Uphold and demonstrate high ethical, pedagogical, and leadership standards.

Diversity: Respect the uniqueness of each individual and address the diverse needs of each learner.

Collaboration and Community: Engage in professional collaboration with other educators and respect and value the central role of family, community, and culture in the learning process.

2011 New Mexico Education Accountability Reporting System: Teacher Preparation Indicators/Outcome Measures

Indicator #1: Demographic Data: The total count of all currently admitted and enrolled students into licensure programs (initial, advanced, and alternative) accredited by the state of NM. (SB211-Sec. C)

Please Note: Admitted and enrolled is an unduplicated head count of enrolled students in beginning or advanced licensure coursework and who are already admitted into the teacher education program.

**Indicator Table 1 Demographic Data
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)**

NMPED Approved	N of Unduplicated	Male	Female	White, non-	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
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Programs	Enrollments			Hispanic					
Early Childhood Education	33	3	30	9	12		2		10
Elementary Education	152	31	121	81	35			5	31
Secondary Education	143	72	71	78	30	4	1	2	28
Special Education	54	15	39	25	13	2			14
K-12 (e.g., Art Ed, Music Ed, Physical Ed)									
Counseling Education									
Educational Leadership									
Total	382	121	261	193	90	6	3	7	83

Source: Institution

Note: These data do not include programs for the continuing education or professional development of licensed teachers/educators.

Indicator #2: Standards for Entry/Exit: Standards for entry and exit refer to the admissions and program completer requirements for NMPED approved teacher education licensure programs. (SB211-Sec. C.1)

Please Note: Standards may include but are not limited to major GPA, Cumulative GPA (all time, or specific terms specified), NMTA test scores, ACT/SAT scores, interviews, completed general education requirements, interest inventories, etc. These must be in common across all institutions to account for the 2-4 year transfer compact.

**Indicator Table 2 Standard for Entry/Exit
2010-2011 Academic Year**

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
---------	---	---

UG Initial: ECE or ECME		
UG Initial: ELEM		
UG Initial: SEC ED		
UG Initial: SPED		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Others (specific to institutions)		
G Initial: ECE or ECME		
G Initial: ELEM		
G Initial: SEC ED		
G Initial: SPED		
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Alternative: ECE or ECME	<ul style="list-style-type: none"> • Official Transcripts of bachelor and/or graduate degree: Minimum of 2.5 GPA • Passing score results of NMTA Basic Skills • Three Professional References • Successful completion of 201A and 201B 	<ul style="list-style-type: none"> • 3.0 GPA in Alt Licensure Courses • Passing scores on NMTA Basic Skills, Content Area and Competency • Exit assessment of all coursework and competencies • Petition to graduate
Alternative: ELEM	<ul style="list-style-type: none"> • Official Transcripts of bachelor and/or graduate degree: Minimum of 2.5 GPA • Passing score results of NMTA Basic Skills • Three Professional References • Successful completion of 201A and 201B 	<ul style="list-style-type: none"> • 3.0 GPA in Alt Licensure Courses • Passing scores on NMTA Basic Skills, Content Area and Competency • Exit assessment of all coursework and competencies • Petition to graduate
Alternative: SEC ED	<ul style="list-style-type: none"> • Official Transcripts of bachelor and/or graduate degree: Minimum of 2.5 GPA • Passing score results of NMTA Basic Skills • Three Professional References • Successful completion of 201A and 201B 	<ul style="list-style-type: none"> • 3.0 GPA in Alt Licensure Courses • Passing scores on NMTA Basic Skills, Content Area and Competency • Exit assessment of all coursework and competencies • Petition to graduate
Alternative: SPED	<ul style="list-style-type: none"> • Official Transcripts of bachelor and/or graduate degree: Minimum of 2.5 GPA • Passing score results of NMTA Basic Skills • Three Professional References • Successful completion 	<ul style="list-style-type: none"> • 3.0 GPA in Alt Licensure Courses • Passing scores on NMTA Basic Skills, Content Area and Competency • Exit assessment of all coursework and competencies • Petition to graduate

	of 201A and 201B	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Post -Baccalaureate		
Advanced: Counseling		
Advanced: Education Leadership		

Source: Institution

Key:

UG Initial: Undergraduate initial licensure

G Initial: Graduate initial licensure

Alternative: Alternative licensure

Post-Baccalaureate: Post-baccalaureate program

Advanced: Advanced licensure

Indicator #3: Number of hours required for field placement and student teaching: The state requires that the field experience hours be reported separately for pre-student teaching, student teaching, and other field experience hours. Alternative licensure is limited by state regulations to 6-21 credits (dependent upon licensure area); therefore, the structure of field experiences must differ from traditional programs.

For the purpose of this report field experience refers to a pre-student teaching and student teaching.

- Pre student teaching or practica is a limited, supervised, but not an all inclusive setting that gradually allows the student full time responsibility.
- Student teaching refers to a formal placement in an educational setting with a period in which typically the student teacher gradually and strategically takes over the entire class planning and teaching responsibilities. It is supervised and typically includes a full semester.

The calculation of on-site or contact hours includes the time that students are in classrooms conducting their assignments, **not off-site and other classroom assignments**. Other field experience hours are valuable activities that contribute to a diverse experiential foundation. These include but are not limited to related seminar sessions, attending teacher/administrative meetings, participating in parent-teacher conferences, producing a dossier, conducting action research, completing case studies, and community service to schools/human services agencies. (SB211-Sec. C-2)

**Indicator Table 3 Number of Hours for Field Placement and Student Teaching
2010-2011 Academic Year**

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours ²
UG Initial: ECE or ECME			
UG Initial: ELEM			
UG Initial: SEC ED			
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed,			

Music Ed, Physical Ed)			
G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Alternative: ECE or ECME	50	150	
Alternative: ELEM	65	150	
Alternative: SEC ED	55	150	
Alternative: SPED	75	150	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Post –Baccalaureate			
Advanced: Counseling			
Advanced: Education Leadership			

Source: Institution

Notes:

¹ Alternative licensure programs do not include pre-student teaching. Some alternative licensure programs require observation hours; if this is the case, they are reported in the On-site Contact Hours in Pre-Student Teaching column.

² For Counseling and Education Leadership programs, required clinical experience reported here.

Indicator # 4: The academic characteristics of teacher candidates in standard and alternative licensure programs: SB211 asks for the number and percent of students needing developmental coursework upon entering the program. Students needing developmental coursework must complete this coursework BEFORE entering licensure preparation programs. Alternatively, recognized standards of academic preparedness are provided here: average grade point average (CGPA) at admission to program, average ACT/SAT equivalent scores, and average passing score on the NMTA basic skills test. (SB211-Sec. C-3)

Indicator Table 4a Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Standard Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other _____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate					
Graduate					

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected

Indicator Table 4b Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Alternative Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other _____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	Baccalaureate	3.42	N/A	N/A	277
Graduate					

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected.

³ Alternative licensure candidates record the cumulative GPA of the highest degree earned.

Indicator # 5: Number and Percentage of candidates completing program(s): The number of completers per year is a count of all “completers” of approved licensure programs (e.g., standard, post baccalaureate, advanced, alternative licensure). These data will reveal the typical pipeline information comparing the numbers of candidates admitted in teacher education versus the number of program completers based upon Title II data. These data will produce pipeline trend data of those entering and completing licensure programs. (SB211-Sec. C.4)

Indicator Table 5 Number and Percentage of Candidates Admitted and Enrolled
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)
And Number of Title II (Licensure) Program Completers 2009-2010 Academic Year
(Summer 2009, Fall 2009, and Spring 2010)

Licensure Type	Number of Candidates Admitted and Enrolled 2010-2011 Academic Year	Number of Title II or Program Completers 2009-2010 Academic Year	Proportion (Percent) of 2009-10 Program Completers to 2010-11 Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate			
Alternative Licensure	177	46	26%
Advanced Licensure: Counseling			
Advanced Licensure: Ed Leadership			

Source: Institution

Indicator #6: Number and types of degrees: These data reveal the number and types of degrees awarded to candidates by four year institutions. **This does not include certificate programs or 2 year program completers.** (SB211-Sec. C.5)

**Indicator Table 6 Number and Types of Degrees
2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)**

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME			
UG Initial: ELEM			
UG Initial: SEC ED			
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Other (specific to institutions)			
G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Alternative: ECE or ECME			
Alternative: ELEM			
Alternative: SEC ED			
Alternative: SPED			
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Post -Baccalaureate			
Advanced: Counseling			
Advanced: Education Leadership			
² Other (specific to institution) i.e. masters for professional development or continuing education for educators in ECE or ECME, ELEM, SED, SPED, & BLED			

Source: Institution

Note:

¹ Alternative licensure and post-bac programs do not grant degrees

²Added into the Table for 2010

Indicator #7: Description of placement practices: These data reflect the candidate and school placement criteria standards used by each institution for field experiences and student teaching. (SB211-Sec. C.7)

**Indicator Table 7 Placement Practices
2010-2011 Academic Year**

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME				
UG Initial: ELEM				
UG Initial: SEC ED				
UG Initial: SPED				
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
G Initial: ECE or ECME				
G Initial: ELEM				
G Initial: SEC ED				
G Initial: SPED				
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Alternative: ECE or ECME			<ul style="list-style-type: none"> • Completion of all Core EDUC classes (3.0 GPA) • Passing scores NMTA Basic Skills and Content Area • Cooperating teacher Level II or III Application due one semester prior 	
Alternative: ELEM			<ul style="list-style-type: none"> • Completion of all Core EDUC classes (3.0 GPA) • Passing scores NMTA Basic Skills and Content Area 	

			<ul style="list-style-type: none"> • Cooperating teacher Level II or III Application due one semester prior	
Alternative: SEC ED			<ul style="list-style-type: none"> • Completion of all Core EDUC classes (3.0 GPA) • Passing scores NMTA Basic Skills and Content Area • Cooperating teacher Level II or III Application due one semester prior	
Alternative: SPED			<ul style="list-style-type: none"> • Completion of all Core EDUC classes (3.0 GPA) • Passing scores NMTA Basic Skills and Content Area • Cooperating teacher Level II or III Application due one semester prior	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Post -Baccalaureate				
Advanced: Counseling				
Advanced: Education Leadership				

Source: Institution

2011 New Mexico
 Teacher Education Accountability Report
 Evaluation Plan Objectives

Evaluation Plan

The Educator Accountability Report includes an evaluation plan that indicates high performance objectives. The plan includes objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on the first attempt, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives. (SB211)

Objectives/Strategies/Measurements

Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy:

Measurement: Baseline data gained from 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement in Spring 2010.

Summary Table 5

2010-2011 Academic Year

(Summer 2010, Fall 2010, and Spring 2011)

Title II Licensure Programs Completers: Math, Science, Technology, and SPED

Institution	Math	Science	Technology	SPED
Research Universities				
NM State University				
University of NM				
Comprehensive Colleges and Universities				
Eastern NM University				
Highlands University				
NM Institute Mining & Technology				
Northern NM College				

Western NM University				
Community Colleges				
Central NM Community College				***
San Juan College				10
Santa Fe Community College	3	3		
New Mexico Junior College*				
Private Colleges and Universities				
University of the Southwest				
Wayland Baptist University				
University of Phoenix				
Total				

* Not effective until the 2011-2012 EARS Report

**2010 New Mexico
Teacher Education Accountability Report
Financial Measures**

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 123 in regard to institutions that provide teacher education preparation. (SB123-Sec. E)

Financial Measures 1a Table Instructional Support Formula Revenue Compared to Budget for 2010-2011 Academic Year ¹

		2010-2011 Total Unrestricted SCH	Formula Revenue Generated	Adjusted Instructional Support Formula Revenue Generated	Adjusted Instructional Support Budget (including fringe benefits)	Adjusted Instructional Support Budget as Percent of Adjusted Instructional Support Revenue Generated
	1st	2nd	3rd	4th	5th	6th
1st	University	97567	\$13,009,584	\$11,096,004	\$15,873,487	143.1%
2nd	College	4035	\$538,027	\$458,889	\$364,685	79.5%
3rd	Initial Licensure Programs	2735	\$364,685	\$311,043	\$247,190	79.5%

Source: Institution

¹ In Tables 1a and 1b, the academic year includes the summer semester.

² The formula has some funding built into it for institutional, rather than academic unit, support. The adjusted formula revenue backs out this funding.

³ The adjusted instructional support budget is the final budget inclusive of all adjustments made to the original budget. Includes balance forward (fund balances). For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college budgets. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

⁴ Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that is licensure preparation related.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1b Table Expenditures and Cost per Student Credit Hour (SCH)
for 2010-2011 Academic Year**

		2010-2011 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits)	Expenditures per SCH (with fringe benefits)
	1st	2nd	3rd	4th
1st	University	97567	\$16,067,305	164.6797103
2nd	College	4035	\$427,490	105.9454771
3rd	Initial Licensure Programs	2735	\$289,761	105.9454771

Source: Institution

¹ For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college expenditures. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1c Table Lowest and Highest Compensation
(Salary + Benefits)
of Full-Time¹ and Part-Time Faculty²
2010-2011 (Fall 2010 and Spring 2011 Semesters)**

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3- Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
\$60,475	\$65,410			\$1953	\$2355

Source: Institution

Notes:

¹ Full-time faculty include tenure-track and non-tenure-track faculty.

² Excludes graduate teaching assistants.

New Mexico
Education Accountability Reporting System (EARS)
November 2011
San Juan College

Overview:

San Juan College is a public, two-year degree-granting institution offering 80 programs leading to the Associate in Arts, Associate in Science, and Associate in Applied Science degrees, and 34 professional-technical programs that award certificates including an AA in Elementary, Secondary and Special Education, Early Childhood Education, and a post baccalaureate Alternative Licensure Program. San Juan College serves the Four Corner's Region of New Mexico, Colorado, Utah, and Arizona to reach the ethnic makeup of this region which is approximately 54% Anglo, 26% Navajo, 13% Hispanic, and 7% other. In this area there are three reservations which are the Navajo Nation, Jicarillo Apache, and Southern Ute tribe to the north.

San Juan College Mission

The mission of San Juan College is to improve the quality of life of the citizens it serves by meeting the educational and human needs of the entire community in concert with community agencies, businesses, industries, and other groups.

To assist in the accomplishment of this mission, the college will assess needs, identify clientele, utilize appropriate resources, remove access barriers, and develop and implement curriculum and services appropriate to a comprehensive community college. These services include the transfer function, vocational/technical training, developmental education, student services, and community services. San Juan College will maintain accountability in all of its functions.

San Juan College is accredited by the Higher Learning Commission (formerly North Central Association). In 2003, SJC became one of the first community colleges to take part in the Higher Learning Commission's Academic Quality Improvement Project, (AQIP), which replaces the traditional accreditation process. The college is also a member of more than thirty associations that accredit specific programs (such as nursing, business programs) and professional affiliations. The Alternative Licensure Program received NM state NCATE accreditation approval in spring of 2008.

The SJC Alternative Licensure Program is guided by the NM Public Education Department's Title 6, Chapter 60, Part 3, Provisions for Alternative Licensure. To be accepted into the program, candidates must have a bachelor's or master's degree and must have already successfully completed at least 30 credit hours (bachelor's) or 12 credit hours (master's) in the discipline in which they wish to teach.

Candidates participate in an intense program with courses carefully sequenced to cover PED new teacher competencies. Classes are held on Saturdays over the course of three semesters in order to accommodate candidates' work schedules. With a focus on educational foundations, best practices, differentiated instruction, accommodating diversity, and guided field experiences, candidates are prepared to become effective and successful classroom teachers. The Alternative Licensure Program developed an additional reading course for elementary candidates to strengthen their knowledge of effective reading instructional pedagogy at the 2nd through 6th grade level. The elementary program of study consists of 19 credits, the secondary program is 16 credits, and special education is 21 credits.

**2011 New Mexico
Education Accountability Reporting System:
Teacher Preparation Indicators/Outcome Measures**

Indicator #1: Demographic Data: The total count of all currently admitted and enrolled students into licensure programs (initial, advanced, and alternative) accredited by the state of NM. (SB211-Sec. C)

Please Note: Admitted and enrolled is an unduplicated head count of enrolled students in beginning or advanced licensure coursework and who are already admitted into the teacher education program.

**Indicator Table 1 Demographic Data
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)**

NMPED Approved Programs	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education									
Elementary Education	20	2	18	11	3	4	0	0	0
Secondary Education	23	10	13	20	1	3	0	0	0
Special Education	11	1	10	9	3	0	0	0	0
K-12 (e.g., Art Ed, Music Ed, Physical Ed)									
Counseling Education									
Educational Leadership									
Total	54	13	41	40	7	7	0	0	0

Source: Institution

Note: These data do not include programs for the continuing education or professional development of licensed teachers/educators.

Indicator #2: Standards for Entry/Exit: Standards for entry and exit refer to the admissions and program completer requirements for NMPED approved teacher education licensure programs. (SB211-Sec. C.1)

Please Note: Standards may include but are not limited to major GPA, Cumulative GPA (all time, or specific terms specified), NMTA test scores, ACT/SAT scores, interviews, completed general education requirements, interest inventories, etc. These must be in common across all institutions to account for the 2-4 year transfer compact.

**Indicator Table 2 Standard for Entry/Exit
2010-2011 Academic Year**

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME		
UG Initial: ELEM		
UG Initial: SEC ED		
UG Initial: SPED		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Others (specific to institutions)		
G Initial: ECE or ECME		
G Initial: ELEM		
G Initial: SEC ED		
G Initial: SPED		
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Alternative: ECE or ECME		
Alternative: ELEM		
Alternative: SEC ED		
Alternative: SPED		
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Post -Baccalaureate		
Advanced: Counseling		
Advanced: Education Leadership		

Source: Institution

Key:

UG Initial: Undergraduate initial licensure
 G Initial: Graduate initial licensure
 Alternative: Alternative licensure
 Post-Baccalaureate: Post-baccalaureate program
 Advanced: Advanced licensure

Indicator #3: Number of hours required for field placement and student teaching: The state requires that the field experience hours be reported separately for pre-student teaching, student teaching, and other field experience hours. Alternative licensure is limited by state regulations to 6-21 credits (dependent upon licensure area); therefore, the structure of field experiences must differ from traditional programs.

For the purpose of this report field experience refers to a pre-student teaching and student teaching.

- Pre student teaching or practica is a limited, supervised, but not an all inclusive setting that gradually allows the student full time responsibility.
- Student teaching refers to a formal placement in an educational setting with a period in which typically the student teacher gradually and strategically takes over the entire class planning and teaching responsibilities. It is supervised and typically includes a full semester.

The calculation of on-site or contact hours includes the time that students are in classrooms conducting their assignments, **not off-site and other classroom assignments**. Other field experience hours are valuable activities that contribute to a diverse experiential foundation. These include but are not limited to related seminar sessions, attending teacher/administrative meetings, participating in parent-teacher conferences, producing a dossier, conducting action research, completing case studies, and community service to schools/human services agencies. (SB211-Sec. C-2)

**Indicator Table 3 Number of Hours for Field Placement and Student Teaching
2010-2011 Academic Year**

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours ²
UG Initial: ECE or ECME			
UG Initial: ELEM			
UG Initial: SEC ED			
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Alternative: ECE or ECME	NA ¹		
Alternative: ELEM	15 NA ¹	105	

Alternative: SEC ED	15 NA ¹	105	
Alternative: SPED	15 NA ¹	105	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA ¹		
Post –Baccalaureate	NA ¹		
Advanced: Counseling			
Advanced: Education Leadership			

Source: Institution

Notes:

¹ Alternative licensure programs do not include pre-student teaching. Some alternative licensure programs require observation hours; if this is the case, they are reported in the On-site Contact Hours in Pre-Student Teaching column.

² For Counseling and Education Leadership programs, required clinical experience reported here.

Indicator # 4: The academic characteristics of teacher candidates in standard and alternative licensure programs: SB211 asks for the number and percent of students needing developmental coursework upon entering the program. Students needing developmental coursework must complete this coursework BEFORE entering licensure preparation programs. Alternatively, recognized standards of academic preparedness are provided here: average grade point average (CGPA) at admission to program, average ACT/SAT equivalent scores, and average passing score on the NMTA basic skills test. (SB211-Sec. C-3)

Indicator Table 4a Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Standard Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other _____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate					
Graduate					

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected

**Indicator Table 4b Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in
Alternative Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other _____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate					
Graduate		*3.22/3.48/3.50			

*Bachelor's Data Listed 1st/Master's Data Listed 2nd/Doctorate Data Listed 3rd

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected.

³ Alternative licensure candidates record the cumulative GPA of the highest degree earned.

Indicator # 5: Number and Percentage of candidates completing program(s): The number of completers per year is a count of all “completers” of approved licensure programs (e.g., standard, post baccalaureate, advanced, alternative licensure). These data will reveal the typical pipeline information comparing the numbers of candidates admitted in teacher education versus the number of program completers based upon Title II data. These data will produce pipeline trend data of those entering and completing licensure programs. (SB211-Sec. C.4)

Indicator Table 5 Number and Percentage of Candidates Admitted and Enrolled
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)
And Number of Title II (Licensure) Program Completers 2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)

Licensure Type	Number of Candidates Admitted and Enrolled 2010-2011 Academic Year	Number of Title II or Program Completers 2009-2010 Academic Year	Proportion (Percent) of 2009-10 Program Completers to 2010-11 Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate			

Alternative Licensure	54	34	63%
Advanced Licensure: Counseling			
Advanced Licensure: Ed Leadership			

Source: Institution

Indicator #6: Number and types of degrees: These data reveal the number and types of degrees awarded to candidates by four year institutions. **This does not include certificate programs or 2 year program completers.** (SB211-Sec. C.5)

**Indicator Table 6 Number and Types of Degrees
2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)**

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME			
UG Initial: ELEM			
UG Initial: SEC ED			
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Other (specific to institutions)			
G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Alternative: ECE or ECME	NA ¹	NA ¹	NA ¹
Alternative: ELEM	NA ¹	NA ¹	NA ¹
Alternative: SEC ED	NA ¹	NA ¹	NA ¹
Alternative: SPED	NA ¹	NA ¹	NA ¹
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA ¹	NA ¹	NA ¹
¹ Post -Baccalaureate	NA ¹	NA ¹	NA ¹
Advanced: Counseling			
Advanced: Education Leadership			
² Other (specific to institution) i.e. masters for professional development or continuing education for educators in ECE or ECME, ELEM, SED, SPED, & BLED			

Source: Institution

Note:

¹ Alternative licensure and post-bac programs do not grant degrees

² Added into the Table for 2010

Indicator #7: Description of placement practices: These data reflect the candidate and school placement criteria standards used by each institution for field experiences and student teaching. (SB211-Sec. C.7)

**Indicator Table 7 Placement Practices
2010-2011 Academic Year**

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME				
UG Initial: ELEM				
UG Initial: SEC ED				
UG Initial: SPED				
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
G Initial: ECE or ECME				
G Initial: ELEM				
G Initial: SEC ED				
G Initial: SPED				
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Alternative: ECE or ECME				
Alternative: ELEM				
Alternative: SEC ED				
Alternative: SPED				
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Post -Baccalaureate				
Advanced: Counseling				
Advanced: Education Leadership				

Source: Institution

2011 New Mexico
Teacher Education Accountability Report
Evaluation Plan Objectives

Evaluation Plan

The Educator Accountability Report includes an evaluation plan that indicates high performance objectives. The plan includes objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on the first attempt, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives. (SB211)

Objectives/Strategies/Measurements

Objective #1: Increasing student achievement for all students.

Strategy:

Measurement: The development and implementation of a seamless PK-20 data system is needed.

Objective #2: Increasing teacher and administrator retention, particularly in the first three years of a teacher or administrator's career.

Strategy:

Measurement: Need baseline data on teacher and administrator retention from NMPED.

Objective #3: Increasing the percentage of students who pass the NM Teacher Assessments (NMTA) for initial licensure on the first attempt (includes teacher and administrator exams).

Strategy:

Measurement: Baseline data gained from the 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement in Fall 2011. [Please review Summary Table 3 for all 2008-09 NMTA data from each institution. \(need to omit\)](#)

Objective #4: Increasing the percentage of secondary school classes taught in core academic subject areas by teachers who demonstrate by means of rigorous content area assessment a high level of subject area mastery and a thorough knowledge of the state's academic content and performance standards.

Strategy:

Measurement:

**Statewide HQT Percentages by District, Subject Area
All School Levels (Elementary, Middle & Secondary) and All Subject Areas**

School Year: 2010-2011

Reporting Period:

All Course Subject Areas	Total HQT Yes	Total HQT No	Total Classes	Percent HQT
ELED, MS & HS				

Objective #5: Increasing the percentage of elementary school classes taught by teachers who demonstrate by means of a high level of performance in core academic subject areas their mastery of the state academic content and performance standards.

Strategy:

Measurement:

Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy:

Measurement: Baseline data gained from 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement in Spring 2010.

Summary Table 5

2010-2011 Academic Year

(Summer 2010, Fall 2010, and Spring 2011)

Title II Licensure Programs Completers: Math, Science, Technology, and SPED

Institution	Math	Science	Technology	SPED
--------------------	-------------	----------------	-------------------	-------------

Research Universities				
NM State University				
University of NM				
Comprehensive Colleges and Universities				
Eastern NM University				
Highlands University				
NM Institute Mining & Technology				
Northern NM College				
Western NM University				
Community Colleges				
Central NM Community College				***
San Juan College	3	4		
Santa Fe Community College				
New Mexico Junior College*				
Private Colleges and Universities				
University of the Southwest				
Wayland Baptist University				
University of Phoenix				
Total				

* Not effective until the 2011-2012 EARS Report

**2011 New Mexico
Teacher Education Accountability Report
Financial Measures**

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 123 in regard to institutions that provide teacher education preparation. (SB123-Sec. E)

Financial Measures 1a Table Instructional Support Formula Revenue Compared to Budget for 2010-2011 Academic Year ¹

	2010-2011 Total Unrestricted SCH	Formula Revenue Generated	Adjusted Instructional Support Formula Revenue Generated ²	Adjusted Instructional Support Budget (including fringe benefits) ³	Adjusted Instructional Support Budget as Percent of Adjusted Instructional Support Revenue Generated
University/Institution	160,138	27,970,526	25,788,825	29,125,496	112.9%
College/Program of Education	52,050	7,015,954	6,468,710	5,234,381	80.9%
Initial Licensure Programs ⁴	783	104,405	96,262		

Source: Institution

¹ In Tables 1a and 1b, the academic year includes the summer semester.

² The formula has some funding built into it for institutional, rather than academic unit, support. The adjusted formula revenue backs out this funding.

³ The adjusted instructional support budget is the final budget inclusive of all adjustments made to the original budget. Includes balance forward (fund balances). For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college budgets. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

⁴ Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that is licensure preparation related.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1b Table Expenditures and Cost per Student Credit Hour (SCH)
for 2010-2011 Academic Year**

	2010-2011 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits) ¹	Expenditures per SCH (with fringe benefits)
University/Institution	160,138	28,597,152	
College/Program of Education	52,050	5,126,183	
Initial Licensure Programs	783		

Source: Institution

¹ For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college expenditures. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1c Table Lowest and Highest Compensation
(Salary + Benefits)
of Full-Time¹ and Part-Time Faculty²
2010-2011 (Fall 2010 and Spring 2011 Semesters)**

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3- Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
37,376	68,945	3,738	6,895	1,866	1,866

Source: Institution

Notes:

¹ Full-time faculty include tenure-track and non-tenure-track faculty.

² Excludes graduate teaching assistants.

New Mexico
Education Accountability Reporting System (EARS)
November 2011
University of Phoenix

Overview:

The University of Phoenix - New Mexico Campuses deliver educational excellence with integrity, passion, and commitment to foster the success of our campus community and to deliver our future growth. Our UOPX - New Mexico campus expectations are: 1) to do the right thing all the time with integrity and trust, 2) build a passionate team with a family spirit, 3) treat others as you would like to be treated, 4) use our creativity to empower and innovate, 5) every person who interacts with us will be better because of the interaction, and 6) under our watch, we will always support every student.

Our practitioner faculty in the College of Education provides academic quality and standards-based instruction delivered through a rigorous curriculum to ensure the success of our teacher candidates. Degree programs offered at New Mexico campuses are: Bachelor of Science in Elementary Education, Master of Arts in Elementary or Secondary Education; Master of Arts in Special Education.

The mission of University of Phoenix's education programs is to prepare candidates who possess the knowledge, skills, dispositions, and dedication to lifelong learning that will support their practice as P-12 educational professionals. This mission is reflected in the Conceptual Framework, developed with the collaboration and approval of academic leadership from two colleges, and with input by faculty and academic staff representing initial and advanced programs from the College of Education and the College of Social Sciences.

The Conceptual Framework is centered on the unit's vision of the Educational Professional and seven themes that support this vision. An emphasis on knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice binds these themes together. The themes are reflected in and emphasized throughout coursework, candidate assessments, field experience, and clinical practice as appropriate.

The vision of the Educational Professional and related themes are aligned with the University of Phoenix Learning Goals as well as with its mission. The University Learning Goals are incorporated into the experience of every student and faculty member at University of Phoenix. Curricula, developed by College staff and faculty who are subject matter experts, area aligned with these goals. The curriculum includes course objectives and assessments designed to measure student competency in each of the goals. All students, in all programs, are expected to meet these five basic goals: Professional Competence and Values, Critical Thinking and Problem Solving, Communication, Information Utilization, Collaboration

**2011 New Mexico
Education Accountability Reporting System:
Teacher Preparation Indicators/Outcome Measures**

Indicator #1: Demographic Data: The total count of all currently admitted and enrolled students into licensure programs (initial, advanced, and alternative) accredited by the state of NM. (SB211-Sec. C)

Please Note: Admitted and enrolled is an unduplicated head count of enrolled students in beginning or advanced licensure coursework and who are already admitted into the teacher education program.

**Indicator Table 1 Demographic Data
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)**

NMPED Approved Programs	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education									
Elementary Education	243	44	199	84	81	4	7	4	63
Secondary Education	27	11	16	16	7	0	1	0	3
Special Education	15	2	13	7	4	0	1	0	3
K-12 (e.g., Art Ed, Music Ed, Physical Ed)									
Counseling Education									
Educational Leadership									
Total									

Source: Institution

Note: These data do not include programs for the continuing education or professional development of licensed teachers/educators.

Indicator #2: Standards for Entry/Exit: Standards for entry and exit refer to the admissions and program completer requirements for NMPED approved teacher education licensure programs. (SB211-Sec. C.1)

Please Note: Standards may include but are not limited to major GPA, Cumulative GPA (all time, or specific terms specified), NMTA test scores, ACT/SAT scores, interviews, completed general education requirements, interest inventories, etc. These must be in common across all institutions to account for the 2-4 year transfer compact.

**Indicator Table 2 Standard for Entry/Exit
2010-2011 Academic Year**

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME		
UG Initial: ELEM	<p>Admission to the College:</p> <ul style="list-style-type: none"> • Demonstration of basic skills proficiency • Verification of fingerprint clearance • Completion of all general education requirements 	<p>Degree Completion Requirements:</p> <ul style="list-style-type: none"> • Completion of a minimum of 129 credits • A minimum grade point average (GPA) of 2.5 • Satisfactory completion and uploading of the Teacher Work Sample (TWS). • Satisfactory completion of student teaching, and practicum courses • Completion of e-portfolio • Complete Field Experience Observation Record (100 hours).
UG Initial: SEC ED		
UG Initial: SPED		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Others (specific to institutions)		
G Initial: ECE or ECME		
G Initial: ELEM	<p>Admission to the College:</p> <ul style="list-style-type: none"> • Demonstration of basic skills proficiency • Verification of fingerprint clearance 	<p>Degree Completion Requirements:</p> <ul style="list-style-type: none"> • Completion of Required Course of Study • A minimum grade point average (GPA) of 3.0 • Satisfactory completion and uploading of the Teacher Work Sample (TWS). • Completion of e-portfolio

		<ul style="list-style-type: none"> • Satisfactory completion of student teaching, and practicum courses • Complete Field Experience Observation Record (100 hours).
G Initial: SEC ED	<p>Admission to the College:</p> <ul style="list-style-type: none"> • Demonstration of basic skills proficiency • Verification of fingerprint clearance 	<p>Degree Completion Requirements:</p> <ul style="list-style-type: none"> • Completion of Required Course of Study • A minimum grade point average (GPA) of 3.0 • Satisfactory completion and uploading of the Teacher Work Sample (TWS). • Completion of e-portfolio • Satisfactory completion of student teaching, and practicum courses • Complete Field Experience Observation Record (100 hours)
G Initial: SPED	<p>Admission to the College:</p> <ul style="list-style-type: none"> • Demonstration of basic skills proficiency • Verification of fingerprint clearance 	<p>Degree Completion Requirements:</p> <ul style="list-style-type: none"> • Completion of Required Course of Study • A minimum grade point average (GPA) of 3.0 • Satisfactory completion and uploading of the Teacher Work Sample (TWS). • Completion of e-portfolio • Satisfactory completion of student teaching, and practicum courses • Complete Field Experience Observation Record (100 hours).
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Alternative: ECE or ECME		
Alternative: ELEM		
Alternative: SEC ED		
Alternative: SPED		
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Post -Baccalaureate		
Advanced: Counseling		
Advanced: Education Leadership		

Source: Institution

Key:

UG Initial: Undergraduate initial licensure

G Initial: Graduate initial licensure

Alternative: Alternative licensure

Post-Baccalaureate: Post-baccalaureate program

Advanced: Advanced licensure

Indicator #3: Number of hours required for field placement and student teaching: The state requires that the field experience hours be reported separately for pre-student teaching, student teaching, and other field experience hours. Alternative licensure is limited by state regulations to 6-21 credits (dependent upon licensure area); therefore, the structure of field experiences must differ from traditional programs.

For the purpose of this report field experience refers to a pre-student teaching and student teaching.

- Pre student teaching or practica is a limited, supervised, but not an all inclusive setting that gradually allows the student full time responsibility.
- Student teaching refers to a formal placement in an educational setting with a period in which typically the student teacher gradually and strategically takes over the entire class planning and teaching responsibilities. It is supervised and typically includes a full semester.

The calculation of on-site or contact hours includes the time that students are in classrooms conducting their assignments, **not off-site and other classroom assignments**. Other field experience hours are valuable activities that contribute to a diverse experiential foundation. These include but are not limited to related seminar sessions, attending teacher/administrative meetings, participating in parent-teacher conferences, producing a dossier, conducting action research, completing case studies, and community service to schools/human services agencies. (SB211-Sec. C-2)

**Indicator Table 3 Number of Hours for Field Placement and Student Teaching
2010-2011 Academic Year**

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours ²
UG Initial: ECE or ECME			
UG Initial: ELEM	100 Hours	560 Hours	N/A
UG Initial: SEC ED			
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
G Initial: ECE or ECME			
G Initial: ELEM	100 Hours	560 Hours	N/A
G Initial: SEC ED	100 Hours	560 Hours	N/A
G Initial: SPED	100 Hours	560 Hours	N/A

G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Alternative: ECE or ECME			
Alternative: ELEM			
Alternative: SEC ED			
Alternative: SPED			
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Post –Baccalaureate			
Advanced: Counseling			
Advanced: Education Leadership			

Source: Institution

Notes:

¹ Alternative licensure programs do not include pre-student teaching. Some alternative licensure programs require observation hours; if this is the case, they are reported in the On-site Contact Hours in Pre-Student Teaching column.

² For Counseling and Education Leadership programs, required clinical experience reported here.

Indicator # 4: The academic characteristics of teacher candidates in standard and alternative licensure programs: SB211 asks for the number and percent of students needing developmental coursework upon entering the program. Students needing developmental coursework must complete this coursework BEFORE entering licensure preparation programs. Alternatively, recognized standards of academic preparedness are provided here: average grade point average (CGPA) at admission to program, average ACT/SAT equivalent scores, and average passing score on the NMTA basic skills test. (SB211-Sec. C-3)

Indicator Table 4a Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Standard Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other_____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	Major GPA	3.11	N/A	N/A	81%
Graduate	Major GPA	3.58	N/A	N/A	81%

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected

Indicator Table 4b Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Alternative Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other _____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate					
Graduate					

Source: Institution

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected.

³ Alternative licensure candidates record the cumulative GPA of the highest degree earned.

Indicator # 5: Number and Percentage of candidates completing program(s): The number of completers per year is a count of all “completers” of approved licensure programs (e.g., standard, post baccalaureate, advanced, alternative licensure). These data will reveal the typical pipeline information comparing the numbers of candidates admitted in teacher education versus the number of program completers based upon Title II data. These data will produce pipeline trend data of those entering and completing licensure programs. (SB211-Sec. C.4)

Indicator Table 5 Number and Percentage of Candidates Admitted and Enrolled
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)
And Number of Title II (Licensure) Program Completers 2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)

Licensure Type	Number of Candidates Admitted and Enrolled 2010-2011 Academic Year	Number of Title II or Program Completers 2009-2010 Academic Year	Proportion (Percent) of 2009-10 Program Completers to 2010-11 Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate	285	51	17.9%
Alternative Licensure			
Advanced Licensure: Counseling			
Advanced Licensure: Ed Leadership			

Source: Institution

Indicator #6: Number and types of degrees: These data reveal the number and types of degrees awarded to candidates by four year institutions. **This does not include certificate programs or 2 year program completers.** (SB211-Sec. C.5)

**Indicator Table 6 Number and Types of Degrees
2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)**

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME			
UG Initial: ELEM	BSED-Elementary English/Language Arts BSED-Elementary Math BSED-Elementary Social Studies		
UG Initial: SEC ED			
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Other (specific to institutions)			
G Initial: ECE or ECME			
G Initial: ELEM	Master of Arts in Education/ Elementary Teacher Education		
G Initial: SEC ED	Master of Arts in Education/ Secondary Teacher Education		
G Initial: SPED	Master of Arts in Education/Special Education		
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
[†] Alternative: ECE or ECME			

Alternative: ELEM			
Alternative: SEC ED			
Alternative: SPED			
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Post -Baccalaureate			
Advanced: Counseling			
Advanced: Education Leadership			
² Other (specific to institution) i.e. masters for professional development or continuing education for educators in ECE or ECME, ELEM, SED, SPED, & BLED			

Source: Institution

Note:

¹ Alternative licensure and post-bac programs do not grant degrees

² Added into the Table for 2010

Indicator #7: Description of placement practices: These data reflect the candidate and school placement criteria standards used by each institution for field experiences and student teaching. (SB211-Sec. C.7)

**Indicator Table 7 Placement Practices
2010-2011 Academic Year**

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation (For Process – See Below)	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching (For Process – See Below)	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME				
UG Initial: ELEM	<ul style="list-style-type: none"> • Admitted to University • Enrollment Verification Letter • Passing scores on Basic Skills NMTA Test • Background Check completed 		<ul style="list-style-type: none"> • Passing score on NMTA content exam • Completed 100 hours Field Experience • All progression requirements completed 	
UG Initial: SEC ED				
UG Initial: SPED				
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
G Initial: ECE or ECME				
G Initial: ELEM	<ul style="list-style-type: none"> • Admitted to University • Enrollment Verification Letter • Passing scores on Basic Skills NMTA Test • Background Check completed 		<ul style="list-style-type: none"> • Passing score on NMTA content exam • Completed 100 hours Field Experience • All progression requirements completed 	
G Initial: SEC ED	<ul style="list-style-type: none"> • Admitted to 		<ul style="list-style-type: none"> • Passing score 	

	University <ul style="list-style-type: none"> • Enrollment Verification Letter • Passing scores on Basic Skills NMTA Test • Background Check 		on NMTA content exam <ul style="list-style-type: none"> • Completed 100 hours Field Experience • All progression requirements completed 	
G Initial: SPED	<ul style="list-style-type: none"> • Admitted to University • Enrollment Verification Letter • Passing scores on Basic Skills NMTA Test • Background Check 		<ul style="list-style-type: none"> • Passing score on NMTA content exam • Completed 100 hours Field Experience • All progression requirements completed 	
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Alternative: ECE or ECME				
Alternative: ELEM				
Alternative: SEC ED				
Alternative: SPED				
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Post -Baccalaureate				
Advanced: Counseling				
Advanced: Education Leadership				

Source: Institution

Field Experience/Student Teaching Placement Process

Preparation: The courses students take before they begin student teaching prepares them for the field experience observations and for their practicum. Certain classes require an observation and written reflection or a practicum with a written report as follow-up. Through class visits early in their program, the Campus College Chair and Lead Faculty Area Chairs (LFAC) provide information that delineates facts about the Placement Process for Student Teaching which provides guidelines for field experience observations. Guidelines for observations are noted on the Field Experience Record form. Students have access to a Student Teaching Handbook which clearly outlines all program requirements.

Orientation: Prior to beginning their practicum, students are provided with a PowerPoint presentation that is an overview of the student teaching requirements and responsibilities. A question/answer period follows. The Student Teaching Handbook is provided electronically to students at this time. The Orientation is conducted by the CCC and LFAC. A few weeks before their practicum begins, the LFAC visits students in class and then sends an email to all student teaching candidates that explain the various forms and documents that will be utilized during student teaching. These forms are templates for the Instructional Schedule, Student Information Form, School Site Checklist and Weekly Reflections which are all submitted to the Faculty Supervisor. The LFAC conducts training sessions during the Seminar classes for the Evaluation process used in TaskStream by the Cooperating Teacher (CT) and Faculty Supervisor during the practicum.

Progression Requirements: The College of Education Project Coordinator monitors progression requirements in TaskStream and sends periodic emails to all student teacher candidates to inform them of their status in meeting all requirements. Regular meetings with Academic Counselors are held to review students' status related to NMTA test results and background clearance documents as evidenced in TaskStream.

Placement Process: The LFAC secures applications from students; uses that information to meet with the campus administrators to discuss placement; email confirmations are sent to the students notifying them of the campus, grade level, CT and FS assignments. Candidates are approved for student teaching eligibility by reviewing compliance measures via TaskStream. Academic Counselors and LFACs work in collaboration by contacting and informing students of specific licensure requirements and deadlines.

2011 New Mexico
 Teacher Education Accountability Report
 Evaluation Plan Objectives

Evaluation Plan

The Educator Accountability Report includes an evaluation plan that indicates high performance objectives. The plan includes objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on the first attempt, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives. (SB211)

Objectives/Strategies/Measurements

Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy: Math is an area of specialization in the BSED program. EED/415 – Elementary Methods/Mathematics and EED/420 – Elementary Methods/Science courses are part of the program course sequence for BSED. In the master’s programs, MTE/532 – Curriculum Constructs and Assessment/Science and Mathematics is a required course in the program sequence. Teacher candidates in UOPX programs have extensive technology knowledge and experience by virtue of the assignments they submit through their online learning platform and also working with the e-portfolios in TaskStream. In addition, faculty members are expected to demonstrate technology and software competencies and incorporate these into their instruction as a stipulation for employment. All course materials are solely available electronically including textbooks, supplemental readings, syllabi, and all communication.

Measurement: Baseline data gained from 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement in Spring 2010.

Summary Table 5
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)
Title II Licensure Programs Completers: Math, Science, Technology, and SPED

Institution	Math	Science	Technology	SPED
Research Universities				
NM State University				
University of NM				

Comprehensive Colleges and Universities				
Eastern NM University				
Highlands University				
NM Institute Mining & Technology				
Northern NM College				
Western NM University				
Community Colleges				
Central NM Community College				***
San Juan College				
Santa Fe Community College				
New Mexico Junior College*				
Private Colleges and Universities				
University of the Southwest				
Wayland Baptist University				
University of Phoenix	N/A	N/A	N/A	N/A
Total				

* Not effective until the 2011-2012 EARS Report

**2010 New Mexico
Teacher Education Accountability Report
Financial Measures**

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 123 in regard to institutions that provide teacher education preparation. (SB123-Sec. E)

Financial Measures 1a Table Instructional Support Formula Revenue Compared to Budget for 2010-2011 Academic Year ¹

	2010-2011 Total Unrestricted SCH	Formula Revenue Generated	Adjusted Instructional Support Formula Revenue Generated ²	Adjusted Instructional Support Budget (including fringe benefits) ³	Adjusted Instructional Support Budget as Percent of Adjusted Instructional Support Revenue Generated
University/Institution					
College/Program of Education					
Initial Licensure Programs ⁴					

Source: Institution

¹ In Tables 1a and 1b, the academic year includes the summer semester.

² The formula has some funding built into it for institutional, rather than academic unit, support. The adjusted formula revenue backs out this funding.

³ The adjusted instructional support budget is the final budget inclusive of all adjustments made to the original budget. Includes balance forward (fund balances). For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college budgets. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

⁴ Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that is licensure preparation related.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1b Table Expenditures and Cost per Student Credit Hour (SCH)
for 2010-2011 Academic Year**

	2010-2011 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits) ¹	Expenditures per SCH (with fringe benefits)
University/Institution			
College/Program of Education			
Initial Licensure Programs			

Source: Institution

¹ For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college expenditures. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1c Table Lowest and Highest Compensation
(Salary + Benefits)
of Full-Time¹ and Part-Time Faculty²
2010-2011 (Fall 2010 and Spring 2011 Semesters)**

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3- Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest

Source: Institution

Notes:

¹ Full-time faculty include tenure-track and non-tenure-track faculty.

² Excludes graduate teaching assistants.

New Mexico
Education Accountability Reporting System (EARS)
November 2011
University of the Southwest

Overview:

Overview:

University of the Southwest (USW) is a liberal arts institution that is grounded in its unique Mission, the hallmarks of which include independence, a continuing commitment to fundamental Christian values, an ongoing commitment to debt-free operations, and a long standing support of free enterprise education and teacher education.

The shared vision of professional education in the School of Education (SOE) is founded on and fully committed to the USW and SOE Missions and the SOE Conceptual Framework. The SOE's Mission focuses on preparing candidates for entry and continuation in their respective careers as teachers, counselors, administrators, diagnosticians, and other professionals. In addition, the SOE Conceptual Framework (a) aligns with the USW and SOE Missions, (b) contains five basic principles (i.e., meaning, knowing, practice, transfer, and reflection), and (c) is based upon the *4MAT System* (McCarthy, 1996; 2001), which is a research-based, natural learning cycle and organizational planning model. The University and School Missions, in concert with the SOE's Conceptual Framework, form the underlying foundation for all educational programs and provide an overall focus of continuing growth and renewal for candidates in the TEP.

USW's teacher preparation program (TEP) is approved by the New Mexico Public Education Department and offers coursework that leads to a Bachelor of Science Degree in Elementary Education, Secondary Education, Special Education, Physical Education, and Early Childhood Education. Furthermore, TEP candidates can select one of several teaching fields in which to minor: Language Arts, Bilingual Education, Social Science, Mathematics, General Science, Psychology, Physical Education, and Business Marketing.

**2011 New Mexico
Education Accountability Reporting System:
Teacher Preparation Indicators/Outcome Measures**

Indicator #1: Demographic Data: The total count of all currently admitted and enrolled students into licensure programs (initial, advanced, and alternative) accredited by the state of NM. (SB211-Sec. C)

Please Note: Admitted and enrolled is an unduplicated head count of enrolled students in beginning or advanced licensure coursework and who are already admitted into the teacher education program.

**Indicator Table 1 Demographic Data
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)**

NMPED Approved Programs	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education	12	0	12	5	4	0	0	0	3
Elementary Education	36	2	34	14	15	0	2	1	4
Secondary Education	30	13	17	7	15	0	0	0	8
Special Education	15	5	10	4	5	0	1	0	5
K-12 (e.g., Art Ed, Music Ed, Physical Ed)	22	16	6	7	10	0	2	0	3
Counseling Education	90	14	77	27	4	0	5	0	54
Educational Leadership	14	6	8	4	3	0	2	0	5
Total	219	56	163	68	55	0	12	1	82

Source: University of the Southwest

***USW's Physical Ed program is approved as an Elementary and Secondary combined program, Not a K-12 program per se.**

Note: These data do not include programs for the continuing education or professional development of licensed teachers/educators.

Indicator #2: Standards for Entry/Exit: Standards for entry and exit refer to the admissions and program completer requirements for NMPED approved teacher education licensure programs. (SB211-Sec. C.1)

Please Note: Standards may include but are not limited to major GPA, Cumulative GPA (all time, or specific terms specified), NMTA test scores, ACT/SAT scores, interviews, completed general education

requirements, interest inventories, etc. These must be in common across all institutions to account for the 2-4 year transfer compact.

**Indicator Table 2 Standard for Entry/Exit
2010-2011 Academic Year**

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME	<ul style="list-style-type: none"> • Must be admitted to USW; be in good standing; • Must have completed at least 33 semester credit hours. Transfer students who enter USW after their sophomore year must apply to the TEP when they meet the eligibility criteria; • Must have passed the Basic Skills part of the NMTA. • Must have an overall GPA of 2.5 or better; • Must have a completed and signed copy of the education degree plan or licensure plan; • Must submit one letter of reference from any reliable source excluding family members; • Must submit the completed Teacher Education Packet; Must have completed a successful admission interview with the TEP committee. 	<ul style="list-style-type: none"> • Apply for admission to intern teaching; • Be a candidate in good standing, formally admitted to the TEP; • Have completed all required professional education courses; • Have completed all of the courses for teaching field/endorsement areas; • Have an overall GPA of at least 2.50; a GPA of at least 3.0 in professional education courses; and teaching field GPA of at least 3.0 (These are also required for graduation.) • Have a faculty letter of recommendation from the major or teaching field; • Must have passed all required NMTA exams • Must submit all Intern Teaching Evaluations (competency based); • Successfully complete 14 weeks of Intern Teaching; • Attend weekly Intern Teacher Seminars; • Submit an Intern Teacher Portfolio <p>Apply for graduation.</p>
UG Initial: ELEM	Same as above	Same as above
UG Initial: SEC ED	Same as above	Same as above
UG Initial: SPED	Same as above	Same as above
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	None	None
*Others (specific to institutions): UG Initial ELEM/SEC EDU. Phys. Ed.	Same as first four UG Initial Programs listed above	Same as first four UG Initial Programs listed above
G Initial: ECE or ECME	NA	NA
G Initial: ELEM	NA	NA

G Initial: SEC ED	NA	NA
G Initial: SPED	NA	NA
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA
Alternative: ECE or ECME	NA	NA
Alternative: ELEM	NA	NA
Alternative: SEC ED	NA	NA
Alternative: SPED	NA	NA
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA
Post –Baccalaureate EL ED, SEC ED, SPED	<ul style="list-style-type: none"> • Must be admitted to USW; be in good standing; • Must have earned a Bachelor's degree from an accredited college or university; • Must pass the Basic Skills part of the NMTA before admission to the TEP. • Must have an overall GPA of 2.5 or better; • Must have a completed and signed copy of the education degree plan or licensure plan; • Must submit one letter of reference from any reliable source excluding family members; • Must submit the completed Teacher Education Packet; • Must have completed a successful admission interview with the TEP committee. 	<ul style="list-style-type: none"> • Apply for admission to intern teaching; • Be a candidate in good standing, formally admitted to the TEP; • Have completed all required professional education licensure courses; • Have completed all of the courses for teaching field/endorsement areas; • Have an overall GPA of at least 2.50; a GPA of at least 3.0 in professional education courses; and teaching field GPA of at least 3.0 (These are also required for graduation.) • Have a faculty letter of recommendation from the major or teaching field; • Must have passed all required NMTA exams • Must submit all completed Intern Teaching Evaluations (competency based); • Successfully complete 14 weeks of Intern Teaching; • Attend weekly Intern Teacher Seminars; • Submit an Intern Teacher Portfolio <p>Apply for graduation.</p>
Advanced: Counseling	<ul style="list-style-type: none"> • Possess an appropriate bachelor's degree from a regionally accredited college of university; • Have received licensure or certification from the appropriate state agency, if 	<ul style="list-style-type: none"> • Master's degree from a regionally accredited college or university; • 42 hours that incorporate PED competencies; • Successfully complete a 300-

	<p>applicable;</p> <ul style="list-style-type: none"> • Have earned an overall 3.0 GPA on a 4.0 scale as an undergraduate; • Complete an online application and pay a \$50 application fee; • Submit a packet to the School of Education that includes a resume, philosophy of education paper (5-10 pages), two recommendation forms (one from the most recent employer/supervisor), and license/certificate if applicable; • Once the application and packet are received and reviewed, the candidate will receive a recommendation for acceptance in the Graduate School. • All of these criteria must be met for <i>unconditional</i> admission. <p>If an applicant fails to meet one or more of the requirements for admission to graduate study, the Graduate Committee may choose to grant <i>conditional</i> admission with the understanding that the student has one (1) semester to satisfy the deficiencies specified. The candidate may take no more than six (6) semester hours of graduate course work as a conditional admittee.</p>	<p>hour Internship in a school setting; May take the NMTA sometime during the Internship</p> <ul style="list-style-type: none"> • Submit a graduate portfolio at the conclusion of the Internship • Pass the Graduate Comprehensive Examination • Apply for graduation <ul style="list-style-type: none"> ○ Once graduate and NMTA is passed... ✓ Apply for licensure
<p>Advanced: Education Leadership (USW's Educational Administration)</p>	<ul style="list-style-type: none"> • Possess an appropriate bachelor's degree from a regionally accredited college of university; • Have received licensure or certification from the appropriate state agency, if applicable; (NM applicants are advised that they should have at least a NM Level 2 license and acquire a NM Level 3 license by the time they complete the ED AD program in order to be able to apply for the ED AD license.) • Have earned an overall 3.0 	<ul style="list-style-type: none"> • Master's degree from USW • Complete 36 hours that incorporate PED competencies; • Earn a GPA of 3.0 or better; • Successfully complete a 180-hour Internship in a school setting; • Submit a graduate portfolio at the conclusion of the Internship • Pass the Graduate Comprehensive Examination • Apply for graduation <ul style="list-style-type: none"> ○ Once graduate... ✓ Pass the NMTA for ED AD ✓ Apply for licensure if the Person has held a Level 3

	<p>GPA on a 4.0 scale as an undergraduate;</p> <ul style="list-style-type: none"> • Complete an online application and pay a \$50 application fee; • Submit a packet to the School of Education that includes a resume, philosophy of education paper (5-10 pages), two recommendation forms (one from the most recent employer/supervisor), and license/certificate if applicable; • Once the application and packet are received and reviewed, the candidate will receive a recommendation for acceptance in the Graduate School. • All of these criteria must be met for <i>unconditional</i> <p>If an applicant fails to meet one or more of the requirements for admission to graduate study, the Graduate Committee may choose to grant <i>conditional</i> admission with the understanding that the student has one (1) semester to satisfy the deficiencies specified. The candidate may take no more than six (6) semester hours of graduate course work as a conditional admittee.</p>	<p>Teaching license for one year.</p>
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Source: University of the Southwest

***USW's Physical Ed program is approved as an Elementary and Secondary combined program, not a K-12 program per se.**

Key:

UG Initial: Undergraduate initial licensure

G Initial: Graduate initial licensure

Alternative: Alternative licensure

Post-Baccalaureate: Post-baccalaureate program

Advanced: Advanced licensure

Indicator #3: Number of hours required for field placement and student teaching: The state requires that the field experience hours be reported separately for pre-student teaching, student teaching, and other field experience hours. Alternative licensure is limited by state regulations to **6-21** credits (dependent upon licensure area); therefore, the structure of field experiences must differ from traditional programs.

For the purpose of this report field experience refers to a pre-student teaching and student teaching.

- Pre student teaching or practica is a limited, supervised, but not an all inclusive setting that gradually allows the student full time responsibility.
- Student teaching refers to a formal placement in an educational setting with a period in which typically the student teacher gradually and strategically takes over the entire class planning and teaching responsibilities. It is supervised and typically includes a full semester.

The calculation of on-site or contact hours includes the time that students are in classrooms conducting their assignments, **not off-site and other classroom assignments**. Other field experience hours are valuable activities that contribute to a diverse experiential foundation. These include but are not limited to related seminar sessions, attending teacher/administrative meetings, participating in parent-teacher conferences, producing a dossier, conducting action research, completing case studies, and community service to schools/human services agencies. (SB211-Sec. C-2)

**Indicator Table 3 Number of Hours for Field Placement and Student Teaching
2010-2011 Academic Year**

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours ²
UG Initial: ECE or ECME	180	490	NA
UG Initial: ELEM	90	490	NA
UG Initial: SEC ED	90	490	NA
UG Initial: SPED	90	490	NA
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	90	490	NA
G Initial: ECE or ECME	NA	NA	NA
G Initial: ELEM	NA	NA	NA
G Initial: SEC ED	NA	NA	NA
G Initial: SPED	NA	NA	NA
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA	NA
¹ Alternative: ECE or ECME	NA ¹	NA	NA
Alternative: ELEM	NA ¹	NA	NA
Alternative: SEC ED	NA ¹	NA	NA
Alternative: SPED	NA ¹	NA	NA
Alternative: K-12 (e.g., Art Ed,	NA ¹	NA	NA

Music Ed, Physical Ed)			
Post –Baccalaureate	90	490	NA
Advanced: Counseling	NA	NA	300
Advanced: Education Leadership	NA	NA	180

Source: University of the Southwest

Notes:

¹ Alternative licensure programs do not include pre-student teaching. Some alternative licensure programs require observation hours; if this is the case, they are reported in the On-site Contact Hours in Pre-Student Teaching column.

² For Counseling and Education Leadership programs, required clinical experience reported here.

Indicator # 4: The academic characteristics of teacher candidates in standard and alternative licensure programs: SB211 asks for the number and percent of students needing developmental coursework upon entering the program. Students needing developmental coursework must complete this coursework BEFORE entering licensure preparation programs. Alternatively, recognized standards of academic preparedness are provided here: average grade point average (CGPA) at admission to program, average ACT/SAT equivalent scores, and average passing score on the NMTA basic skills test. (SB211-Sec. C-3)

Indicator Table 4a Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Standard Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other _____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	---	3.69	NA	NA	257
Graduate	---	3.26	NA	NA	NA

Source: University of the Southwest

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected

Indicator Table 4b Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission 2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other _____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	NA	NA	NA	NA	NA
Graduate	NA	NA	NA	NA	NA

Source: University of the Southwest

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected.

³ Alternative licensure candidates record the cumulative GPA of the highest degree earned.

Indicator # 5: Number and Percentage of candidates completing program(s): The number of completers per year is a count of all “completers” of approved licensure programs (e.g., standard, post baccalaureate, advanced, alternative licensure). These data will reveal the typical pipeline information comparing the numbers of candidates admitted in teacher education versus the number of program completers based upon Title II data. These data will produce pipeline trend data of those entering and completing licensure programs. (SB211-Sec. C.4)

**Indicator Table 5 Number and Percentage of Candidates Admitted and Enrolled
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)
And Number of Title II (Licensure) Program Completers 2009-2010 Academic Year (Summer
2009, Fall 2009, and Spring 2010)**

Licensure Type	Number of Candidates Admitted and Enrolled 2010-2011 Academic Year	Number of Title II or Program Completers 2009-2010 Academic Year	Proportion (Percent) of 2009-10 Program Completers to 2010-11 Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate	115	21	18.26%
Alternative Licensure	N/A	N/A	N/A
Advanced Licensure: Counseling	90	3	3.33%
Advanced Licensure: Ed Leadership	14	3	21.43%

Source: University of the Southwest

Indicator #6: Number and types of degrees: These data reveal the number and types of degrees awarded to candidates by four year institutions. **This does not include certificate programs or 2 year program completers.** (SB211-Sec. C.5)

**Indicator Table 6 Number and Types of Degrees
2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)**

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME	4	NA	NA
UG Initial: ELEM	8	NA	NA
UG Initial: SEC ED	5	NA	NA
UG Initial: SPED	3	NA	NA
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA	NA
Other (specific to institutions) EL ED/SEC ED Phys Ed	0	NA	NA
G Initial: ECE or ECME	NA	NA	NA
G Initial: ELEM	NA	NA	NA
G Initial: SEC ED	NA	NA	NA
G Initial: SPED	N/A	N/A	N/A
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA	NA
¹ Alternative: ECE or ECME	NA ¹	NA ¹	NA ¹
Alternative: ELEM	NA ¹	NA ¹	NA ¹
Alternative: SEC ED	NA ¹	NA ¹	NA ¹
Alternative: SPED	NA ¹	NA ¹	NA ¹
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA ¹	NA ¹	NA ¹
¹ Post -Baccalaureate	NA ¹	NA ¹	NA ¹
Advanced: Counseling	NA	13	NA
Advanced: Education Leadership	NA	5	NA
² Other (specific to institution) i.e. masters for professional development or continuing education	NA ²	NA ²	NA ²

for educators in ECE or ECME, ELEM, SED, SPED, & BLED			
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Source: University of the Southwest

Note:

¹ Alternative licensure and post-bac programs do not grant degrees

² Added into the Table for 2010

Indicator #7: Description of placement practices: These data reflect the candidate and school placement criteria standards used by each institution for field experiences and student teaching. (SB211-Sec. C.7)

**Indicator Table 7 Placement Practices
2010-2011 Academic Year**

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME	<ul style="list-style-type: none"> Enroll in EDU 1101 Field Based Observation 	<ul style="list-style-type: none"> Field Experience is embedded in ECE coursework For Practica, enroll in the following courses: <ul style="list-style-type: none"> ECE 2162 Curriculum and Development and Implementation, Practicum I (2 cr) ECE 2172 Curriculum and Development and Implementation, Practicum II (2 cr) ECE 3162 Integrated EC Curriculum PRACTICUM (2 cr) ECE 3172 Methods and Materials for 	<ul style="list-style-type: none"> Must have taken all the required NMTAs Completed all coursework on degree plan Cumulative GPA 2.5 GPA 3.0 (in the major: Professional Education Courses) GPA 3.0 in the minor: Teaching Field or Endorsement) Complete the Intern Teaching Application process Complete and clear a fingerprint and background check Acquire a personal liability policy 	

		<p>Early Primary Grades PRACTICUM (2 cr) ECE 4111 Teaching Reading and Writing PRACTICUM (1 cr)</p>	<p>of at least \$1 million dollars</p> <ul style="list-style-type: none"> • Enroll in ECE 4011 (Intern Teaching & Seminar) 	
UG Initial: ELEM	<ul style="list-style-type: none"> • Enroll in EDU 1101 Field Based Observation 	<ul style="list-style-type: none"> • Enroll in EDU 4502 Field Experience II 	<ul style="list-style-type: none"> • Must have taken all the required NMTAs • Completed all coursework on degree plan • Cumulative GPA 2.5 • GPA 3.0 (in the major: Professional Education Courses) • GPA 3.0 (in the minor: Teaching Field or Endorsement) • Complete the Intern Teaching application process • Complete and clear a fingerprint and background check • Acquire a personal liability policy of at least \$1 million dollar • Enroll in EDU 4546 (Intern Teaching) • Enroll in EDU 4601 (Seminar) 	NA

UG Initial: SEC ED	<ul style="list-style-type: none"> • Enroll in EDU 1101 Field Based Observation 	<ul style="list-style-type: none"> • Enroll in EDU 4502 Field Experience II 	<ul style="list-style-type: none"> • Must have taken all the required NMTAs • Completed all coursework on degree plan • Cumulative GPA 2.5 • GPA 3.0 (in the major: Professional Education Courses) • GPA 3.0 (in the minor: Teaching Field or Endorsement) • Complete the Intern Teaching application process • Complete and clear a fingerprint and background check • Acquire a personal liability policy of at least \$1 million dollar • Enroll in EDU 4546 (Intern Teaching) • Enroll in EDU 4601 (Seminar) 	NA
UG Initial: SPED	<ul style="list-style-type: none"> • Enroll in EDU 1101 Field Based Observation 	<ul style="list-style-type: none"> • Enroll in EDU 4502 Field Experience II 	<ul style="list-style-type: none"> • Must have taken all the required NMTAs • Completed all coursework on degree plan 	NA

			<ul style="list-style-type: none"> • Cumulative GPA 2.5 • GPA 3.0 (in the major: Professional Education Courses) • GPA 3.0 (in the minor: Teaching Field or Endorsement) • Complete the Intern Teaching application process • Complete and clear a fingerprint and background check • Acquire a personal liability policy of at least \$1 million dollar • Enroll in EDU 4546 (Intern Teaching) • Enroll in EDU 4601 (Seminar) 	
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	<ul style="list-style-type: none"> • Enroll in EDU 1101 Field Based Observation 	<ul style="list-style-type: none"> • Enroll in EDU 4502 Field Experience II 	<ul style="list-style-type: none"> • Must have taken all the required NMTAs • Completed all coursework on degree plan • Cumulative GPA 2.5 • GPA 3.0 (in the major: Professional Education Courses) • GPA 3.0 (in the minor: Teaching Field or 	NA

			Endorsement) <ul style="list-style-type: none"> • Complete the Intern Teaching application process • Complete and clear a fingerprint and background check • Acquire a personal liability policy of at least \$1 million dollar Enroll in EDU 4546 (Intern Teaching) • Enroll in EDU 4601 (Seminar) 	
G Initial: ECE or ECME	NA	NA	NA	NA
G Initial: ELEM	NA	NA	NA	NA
G Initial: SEC ED	NA	NA	NA	NA
G Initial: SPED	NA	NA	NA	NA
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA	NA	NA
Alternative: ECE or ECME	NA	NA	NA	NA
Alternative: ELEM	NA	NA	NA	NA
Alternative: SEC ED	NA	NA	NA	NA
Alternative: SPED	NA	NA	NA	NA
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA	NA	NA
Post -Baccalaureate	<ul style="list-style-type: none"> • Enroll in EDU 1101 Field Based Observation 	<ul style="list-style-type: none"> • Enroll in EDU 4502 Field Experience II 	<ul style="list-style-type: none"> • Must have taken all the required NMTAs • Completed all coursework on licensure plan • Cumulative GPA 2.5 for Bachelor's 	NA

			degree <ul style="list-style-type: none"> • GPA 3.0 (in the major: Professional Education Courses) • GPA 3.0 (in the minor: Teaching Field or Endorsement) • Complete the Intern Teaching application process • Complete and clear a fingerprint and background check • Acquire a personal liability policy of at least \$1 million dollar Enroll in EDU 4546 (Intern Teaching) • Enroll in EDU 4601 (Seminar) 	
Advanced: Counseling	NA	NA	NA	<ul style="list-style-type: none"> • Possess the appropriate bachelor's degree from a regionally accredited college or university • Have received licensure from the appropriate state agency, if applicable • Have earned an overall 3.0 GPA on a 4-point scale as an undergraduate • Complete an online graduate application and pay a \$50 application fee. • Submit a packet to

				<p>the School of Education that includes a resume, philosophy of education/counseling (5-10 pages), two recommendation forms including one from the most recent employer/supervisor), and license/certificate if applicable</p> <ul style="list-style-type: none"> • Submit official transcripts of all previous college work to Office of Enrollment Services, which must be received within 30 days of application to the graduate program • Once the application and packet are received and reviewed, the candidate will receive a recommendation for acceptance in the Graduate School. • The GRE (Graduate Record Examination) is not required for admission. However, students must demonstrate writing skills commensurate with graduate level writing and a minimum GPA of 3.0 during the first six (6) hours of graduate coursework; the student must earn a grade of <i>B</i> or above in EDU 5523 Educational Research, which must be taken at
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				<p>the first opportunity.</p> <ul style="list-style-type: none"> • Complete leveling courses as advised. • All of these criteria must be met for unconditional admission.
Advanced: Education Leadership	NA	NA	NA	<ul style="list-style-type: none"> • Possess the appropriate bachelor's degree from a regionally accredited college or university • Have received licensure from the appropriate state agency, if applicable • Have earned an overall 3.0 GPA on a 4-point scale as an undergraduate • Complete an online graduate application and pay a \$50 application fee. • Submit a packet to the School of Education that includes a resume, philosophy of education/counseling (5-10 pages), two recommendation forms including one from the most recent employer/supervisor), and license/certificate if applicable • Submit official transcripts of all previous college work to Office of Enrollment Services, which must be received within 30 days of application to the graduate program

				<ul style="list-style-type: none"> • Once the application and packet are received and reviewed, the candidate will receive a recommendation for acceptance in the Graduate School. • The GRE (Graduate Record Examination) is not required for admission. However, students must demonstrate writing skills commensurate with graduate level writing and a minimum GPA of 3.0 during the first six (6) hours of graduate coursework; the student must earn a grade of <i>B</i> or above in EDU 5523 Educational Research, which must be taken at the first opportunity. • Complete leveling courses as advised. • All of these criteria must be met for unconditional admission. <p>NOTE: Individuals <u>who are not New Mexico (NM) residents</u> but are interested in beginning graduate work with USW are advised to consult their State's department of education to determine if our program meets their State's licensing/certification</p>
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				<p>requirements. USW makes no guarantee that the SOE's NM-approved licensure programs align with the licensing/certification regulations of any other state.</p> <p>Therefore it is <u>up to the individual to determine the appropriateness of USW's programs for their educational needs before they register for classes.</u></p> <p>International applicants should contact the office of Enrollment Services for specific information on admission to the Graduate Program.</p>
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Source: University of the Southwest

2011 New Mexico
 Teacher Education Accountability Report
 Evaluation Plan Objectives

Evaluation Plan

The Educator Accountability Report includes an evaluation plan that indicates high performance objectives. The plan includes objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on the first attempt, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives. (SB211)

Objectives/Strategies/Measurements

Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy:

Measurement: Baseline data gained from 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement in Spring 2010.

Summary Table 5
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)

Title II Licensure Programs Completers: Math, Science, Technology, and SPED

Institution	Math	Science	Technology	SPED
Research Universities				
NM State University				
University of NM				
Comprehensive Colleges and Universities				
Eastern NM University				
Highlands University				
NM Institute Mining & Technology				
Northern NM College				

Western NM University				
Community Colleges				
Central NM Community College				***
San Juan College				
Santa Fe Community College				
New Mexico Junior College*				
Private Colleges and Universities				
University of the Southwest	0	1	0	0
Wayland Baptist University				
University of Phoenix				
Total				

* Not effective until the 2011-2012 EARS Report

2010 New Mexico Teacher Education Accountability Report Financial Measures

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 123 in regard to institutions that provide teacher education preparation. (SB123-Sec. E)

**Financial Measures 1a Table Instructional Support Formula Revenue Compared to Budget
for 2010-2011 Academic Year ¹**

	2010-2011 Total Unrestricted SCH	Formula Revenue Generated	Adjusted Instructional Support Formula Revenue Generated ²	Adjusted Instructional Support Budget (including fringe benefits) ³	Adjusted Instructional Support Budget as Percent of Adjusted Instructional Support Revenue Generated
University/Institution					
College/Program of Education					
Initial Licensure Programs ⁴					

Source: Institution

¹ In Tables 1a and 1b, the academic year includes the summer semester.

² The formula has some funding built into it for institutional, rather than academic unit, support. The adjusted formula revenue backs out this funding.

³ The adjusted instructional support budget is the final budget inclusive of all adjustments made to the original budget. Includes balance forward (fund balances). For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college budgets. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

⁴ Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that is licensure preparation related.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1b Table Expenditures and Cost per Student Credit Hour (SCH)
for 2010-2011 Academic Year**

	2010-2011 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits) ¹	Expenditures per SCH (with fringe benefits)
University/Institution			
College/Program of Education			
Initial Licensure Programs			

Source: Institution

¹ For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college expenditures. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1c Table Lowest and Highest Compensation
(Salary + Benefits)
of Full-Time¹ and Part-Time Faculty²
2010-2011 (Fall 2010 and Spring 2011 Semesters)**

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3- Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest

Source: Institution

Notes:

¹ Full-time faculty include tenure-track and non-tenure-track faculty.

² Excludes graduate teaching assistants.

New Mexico
Education Accountability Reporting System (EARS)
November 2011
Wayland Baptist University

Overview:

The mission of the Division of Education is to prepare competent, caring, and highly qualified educators. All graduates complete a well-rounded, field-based preparation program, meet the state licensure requirements, and experience academic, spiritual, and emotional growth in education and service to their communities and society. It is the aim of the Division of Education to prepare highly qualified educators to enter the classrooms located within our constituencies.

The New Mexico campuses have developed a structure that provides teacher education candidates with excellent course preparation and seasoned practitioners who integrate theory into practice. A fundamental goal is adherence to the New Mexico Teacher Competencies with PED standards.

The conceptual framework provides a structure and underpinnings that guide the instructors focus on courses and student expectations.

The following is a list of programs with pre-approved state certification:

- BSIS - 4 year Bachelor's Degree for New Mexico K-8 certification
- Post-Bac. Approved Standard Program for K-8 and Secondary 7-12
- Master's Degree in Education Administration
- Post Master's Program for Education Administration with certification
- Master's Degree in Elementary Education
- Master's Degree in Secondary Education

**2011 New Mexico
Education Accountability Reporting System:
Teacher Preparation Indicators/Outcome Measures**

Indicator #1: Demographic Data: The total count of all currently admitted and enrolled students into licensure programs (initial, advanced, and alternative) accredited by the state of NM. (SB211-Sec. C)

Please Note: Admitted and enrolled is an unduplicated head count of enrolled students in beginning or advanced licensure coursework and who are already admitted into the teacher education program.

**Indicator Table 1 Demographic Data
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)**

NMPED Approved Programs	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education									
Elementary Education	49	6	43	35	11		1	2	
Secondary Education	13	7	6	8	2		2		1
Special Education									
K-12 (e.g., Art Ed, Music Ed, Physical Ed)									
Counseling Education									
Educational Leadership	19	9	10	16	2			1	
Total	81	22	59	59	15		3	3	1

Source: Wayland Baptist University

Note: These data do not include programs for the continuing education or professional development of licensed teachers/educators.

Indicator #2: Standards for Entry/Exit: Standards for entry and exit refer to the admissions and program completer requirements for NMPED approved teacher education licensure programs. (SB211- Sec. C.1)

Please Note: Standards may include but are not limited to major GPA, Cumulative GPA (all time, or specific terms specified), NMTA test scores, ACT/SAT scores, interviews, completed general education requirements, interest inventories, etc. These must be in common across all institutions to account for the 2-4 year transfer compact.

**Indicator Table 2 Standard for Entry/Exit
2010-2011 Academic Year**

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME	n/a	
UG Initial: ELEM	<ul style="list-style-type: none"> • 2.7 min GPA • Grade of C or better in Eng and Math courses • 2.7 min GPA in Education courses • 240 min score on NMBST • Completion of 74 credit hours 	<ul style="list-style-type: none"> • 2.7 min GPA • Grade of C or better in Eng and Math courses • 2.7 min GPA in Education courses • 240 min score on NMBST • Completion of 124 undergrad credits, with a min of 57 credits in courses #300 or above • 240 min score on NMTA Content exam • 240 min score on NMTA Competency exam • Successful completion of student teaching
UG Initial: SEC ED	n/a	
UG Initial: SPED	n/a	
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	n/a	
Others (specific to institutions)		
G Initial: ECE or ECME	n/a	
G Initial: ELEM	<ul style="list-style-type: none"> • 3.0 min GPA • 2.7 GPA min in major • 2,7 min GPA last 60 hrs • 240 min score on NMBST 	<ul style="list-style-type: none"> • 3.0 min cum GPA • B or better in all Ed courses • Successful completion of 36 grad credits • Successful completion of

	<ul style="list-style-type: none"> • Admission to TE • Admission to grad school 	<ul style="list-style-type: none"> • student teaching • 240 min score on NMTA Content exam • 240 min score on NMTA Competency exam
G Initial: SEC ED	<ul style="list-style-type: none"> • 3.0 min GPA • 2.7 GPA min in major • 2.7 min GPA last 60 hrs • 240 min score on NMBST • Admission to TE • Admission to grad school 	<ul style="list-style-type: none"> • 3.0 min cum GPA • B or better in all Ed courses • Successful completion of 36 grad credits • Successful completion of student teaching • 240 min score on NMTA Content exam • 240 min score on NMTA Competency exam
G Initial: SPED	n/a	
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	n/a	
Alternative: ECE or ECME	n/a	
Alternative: ELEM	n/a	
Alternative: SEC ED	n/a	
Alternative: SPED	n/a	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	n/a	
Post -Baccalaureate	n/a	
Advanced: Counseling	n/a	
Advanced: Education Leadership	<ul style="list-style-type: none"> • 3.0 min GPA • Teaching license • Admission to grad school 	<ul style="list-style-type: none"> • 2 semesters of internship • Successful completion of 36 program hour credits • 3.0 min cum GPA

Source: Wayland Baptist University

Key:

UG Initial: Undergraduate initial licensure

G Initial: Graduate initial licensure

Alternative: Alternative licensure

Post-Baccalaureate: Post-baccalaureate program

Advanced: Advanced licensure

Indicator #3: Number of hours required for field placement and student teaching: The state requires that the field experience hours be reported separately for pre-student teaching, student teaching, and other field experience hours. Alternative licensure is limited by state regulations to 6-21 credits (dependent upon licensure area); therefore, the structure of field experiences must differ from traditional programs.

For the purpose of this report field experience refers to a pre-student teaching and student teaching.

- Pre student teaching or practica is a limited, supervised, but not an all inclusive setting that gradually allows the student full time responsibility.
- Student teaching refers to a formal placement in an educational setting with a period in which typically the student teacher gradually and strategically takes over the entire class planning and teaching responsibilities. It is supervised and typically includes a full semester.

The calculation of on-site or contact hours includes the time that students are in classrooms conducting their assignments, **not off-site and other classroom assignments**. Other field experience hours are valuable activities that contribute to a diverse experiential foundation. These include but are not limited to related seminar sessions, attending teacher/administrative meetings, participating in parent-teacher conferences, producing a dossier, conducting action research, completing case studies, and community service to schools/human services agencies. (SB211-Sec. C-2)

**Indicator Table 3 Number of Hours for Field Placement and Student Teaching
2010-2011 Academic Year**

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours ²
UG Initial: ECE or ECME	n/a	n/a	n/a
UG Initial: ELEM	131	455	10
UG Initial: SEC ED	n/a	n/a	n/a
UG Initial: SPED	n/a	n/a	n/a
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	n/a	n/a	n/a
G Initial: ECE or ECME	n/a	n/a	n/a
G Initial: ELEM	121	455	10
G Initial: SEC ED	46	455	10
G Initial: SPED	n/a	n/a	n/a
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	n/a	n/a	n/a
¹ Alternative: ECE or ECME	n/a	n/a	n/a
Alternative: ELEM	n/a	n/a	n/a
Alternative: SEC ED	n/a	n/a	n/a
Alternative: SPED	n/a	n/a	n/a
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	n/a	n/a	n/a
Post –Baccalaureate	n/a	n/a	n/a
Advanced: Counseling	n/a	n/a	n/a
Advanced: Education Leadership	n/a	n/a	180

Source: Wayland Baptist University

Notes:

¹ Alternative licensure programs do not include pre-student teaching. Some alternative licensure programs require observation hours; if this is the case, they are reported in the On-site Contact Hours in Pre-Student Teaching column.

² For Counseling and Education Leadership programs, required clinical experience reported here.

Indicator # 4: The academic characteristics of teacher candidates in standard and alternative licensure programs: SB211 asks for the number and percent of students needing developmental coursework upon entering the program. Students needing developmental coursework must complete this coursework BEFORE entering licensure preparation programs. Alternatively, recognized standards of academic preparedness are provided here: average grade point average (CGPA) at admission to program, average ACT/SAT equivalent scores, and average passing score on the NMTA basic skills test. (SB211-Sec. C-3)

Indicator Table 4a Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Standard Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other _____	Avg. CGPA at Admission to Program ²	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students ¹	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students ¹	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	All time cum	3.55			271
Graduate	All time grad cum	3.71			271

Source: Wayland Baptist University

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected

Indicator Table 4b Academic Preparedness: CGPA, ACT, and NMTA Scores for Teacher Candidates in

**Alternative Licensure Programs at Admission
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)**

Program Level	GPA	Avg. CGPA at	Avg. ACT/SAT	Avg. ACT/SAT	Avg. Passing
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	Calculation Method (select one) All time cumulative Major GPA 45 General Education GPA Other_____	Admission to Program ²	Equivalent Score at Admission to Institution for Teacher Education Students ¹	Equivalent Score at Admission to Institution for All Students ¹	Score on NMTA Basic Skills at Admission to Program
Undergraduate					
Graduate					

Source: Wayland Baptist University

Notes:

¹ New Mexico institutions do not require ACT scores for admission to their teacher preparation program.

² GPA data are based upon the traditional 4-point scale and calculation method selected.

³ Alternative licensure candidates record the cumulative GPA of the highest degree earned.

Indicator # 5: Number and Percentage of candidates completing program(s): The number of completers per year is a count of all “completers” of approved licensure programs (e.g., standard, post baccalaureate, advanced, alternative licensure). These data will reveal the typical pipeline information comparing the numbers of candidates admitted in teacher education versus the number of program completers based upon Title II data. These data will produce pipeline trend data of those entering and completing licensure programs. (SB211-Sec. C.4)

Indicator Table 5 Number and Percentage of Candidates Admitted and Enrolled
2010-2011 Academic Year (Summer 2010, Fall 2010, and Spring 2011)
And Number of Title II (Licensure) Program Completers 2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)

Licensure Type	Number of Candidates Admitted and Enrolled 2010-2011 Academic Year	Number of Title II or Program Completers 2009-2010 Academic Year	Proportion (Percent) of 2009-10 Program Completers to 2010-11 Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate	32	19	59%
Alternative Licensure			
Advanced Licensure: Counseling			
Advanced Licensure: Ed Leadership	9	15	166%

Source: Wayland Baptist University

Indicator #6: Number and types of degrees: These data reveal the number and types of degrees awarded to candidates by four year institutions. **This does not include certificate programs or 2 year program completers.** (SB211-Sec. C.5)

**Indicator Table 6 Number and Types of Degrees
2009-2010 Academic Year (Summer 2009, Fall 2009, and Spring 2010)**

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME			
UG Initial: ELEM	3		
UG Initial: SEC ED			
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Other (specific to institutions)			
G Initial: ECE or ECME			
G Initial: ELEM		10	
G Initial: SEC ED		6	
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Alternative: ECE or ECME			
Alternative: ELEM			
Alternative: SEC ED			
Alternative: SPED			
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
¹ Post -Baccalaureate			
Advanced: Counseling			
Advanced: Education Leadership		15	
² Other (specific to institution) i.e. masters for professional development or continuing education for educators in ECE or ECME, ELEM, SED, SPED, & BLED			

Source: Wayland Baptist University

Note:

¹ Alternative licensure and post-bac programs do not grant degrees

² Added into the Table for 2010

Indicator #7: Description of placement practices: These data reflect the candidate and school placement criteria standards used by each institution for field experiences and student teaching. (SB211-Sec. C.7)

**Indicator Table 7 Placement Practices
2010-2011 Academic Year**

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME				
UG Initial: ELEM	<ul style="list-style-type: none"> enrollment in one or more Ed classes 	<ul style="list-style-type: none"> enrollment in one or more Ed classes 	<ul style="list-style-type: none"> Admitted to ST Pass NMTA Content exam Pass NMTA Competency exam 2.7 min cum GPA 	n/a
UG Initial: SEC ED				
UG Initial: SPED				
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
G Initial: ECE or ECME				
G Initial: ELEM	<ul style="list-style-type: none"> enrollment in one or more Ed classes 	<ul style="list-style-type: none"> enrollment in one or more Ed classes 	<ul style="list-style-type: none"> Admitted to ST Pass NMTA Content exam Pass NMTA Competency exam 3.0 min cum GPA 	

G Initial: SEC ED	<ul style="list-style-type: none"> enrollment in one or more Ed classes 	<ul style="list-style-type: none"> enrollment in one or more Ed classes 	<ul style="list-style-type: none"> Admitted to ST Pass NMTA Content exam Pass NMTA Competency exam 3.0 min cum GPA 	
G Initial: SPED				
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Alternative: ECE or ECME				
Alternative: ELEM				
Alternative: SEC ED				
Alternative: SPED				
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Post - Baccalaureate				
Advanced: Counseling				
Advanced: Education Leadership				<ul style="list-style-type: none"> 3.0 min GPA Complete a min of 18 credit hours in program Obtain approval from advisor

2011 New Mexico
 Teacher Education Accountability Report
 Evaluation Plan Objectives

Evaluation Plan

The Educator Accountability Report includes an evaluation plan that indicates high performance objectives. The plan includes objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on the first attempt, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives. (SB211)

Objectives/Strategies/Measurements

Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy:

Measurement: Baseline data gained from 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement in Spring 2010.

Summary Table 5
2010-2011 Academic Year
(Summer 2010, Fall 2010, and Spring 2011)

Title II Licensure Programs Completers: Math, Science, Technology, and SPED

Institution	Math	Science	Technology	SPED
Research Universities				
NM State University				
University of NM				
Comprehensive Colleges and Universities				
Eastern NM University				
Highlands University				
NM Institute Mining & Technology				
Northern NM College				

Western NM University				
Community Colleges				
Central NM Community College				***
San Juan College				
Santa Fe Community College				
New Mexico Junior College*				
Private Colleges and Universities				
University of the Southwest				
Wayland Baptist University			1	
University of Phoenix				
Total			1	

* Not effective until the 2011-2012 EARS Report

Not applicable

**2010 New Mexico
Teacher Education Accountability Report
Financial Measures**

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 123 in regard to institutions that provide teacher education preparation. (SB123-Sec. E)

Financial Measures 1a Table Instructional Support Formula Revenue Compared to Budget for 2010-2011 Academic Year ¹

	2010-2011 Total Unrestricted SCH	Formula Revenue Generated	Adjusted Instructional Support Formula Revenue Generated ²	Adjusted Instructional Support Budget (including fringe benefits) ³	Adjusted Instructional Support Budget as Percent of Adjusted Instructional Support Revenue Generated
University/Institution					
College/Program of Education					
Initial Licensure Programs ⁴					

Source: Wayland Baptist University

¹ In Tables 1a and 1b, the academic year includes the summer semester.

² The formula has some funding built into it for institutional, rather than academic unit, support. The adjusted formula revenue backs out this funding.

³ The adjusted instructional support budget is the final budget inclusive of all adjustments made to the original budget. Includes balance forward (fund balances). For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college budgets. In order to be able to compare across

institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

⁴ Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that is licensure preparation related.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1b Table Expenditures and Cost per Student Credit Hour (SCH)
for 2010-2011 Academic Year**

	2010-2011 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits) ¹	Expenditures per SCH (with fringe benefits)
University/Institution			
College/Program of Education			
Initial Licensure Programs			

Source: Wayland Baptist University

¹ For some IHE's in NM, fringe benefits are paid by the institution, not by the college and are part of institutional rather than college expenditures. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

Data provided in this table are un-audited as provided by the institution.

**Financial Measures 1c Table Lowest and Highest Compensation (Salary +
Benefits)
of Full-Time¹ and Part-Time Faculty²
2010-2011 (Fall 2010 and Spring 2011 Semesters)**

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3- Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest

Source: Wayland Baptist University

Notes:

¹ Full-time faculty include tenure-track and non-tenure-track faculty.

² Excludes graduate teaching assistants.



Student Success
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