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September 10, 2014

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Dear Governor Martinez, Mr. Abbey, and Mrs. Ramirez-Maestas:

The Public Education Department (PED) is pleased to enclose the *Educator Accountability Status Report (EARS) for School Year 2011–2012*. This annual report fulfills the PED's responsibility under the statutory requirement of the Educator Accountability Report in relevant part as follows:

A. 22-10A-19.2. Educator accountability report.

A. The department shall:

(1) design a uniform statewide educator accountability reporting system to measure and track teacher and administrator education candidates from pre-entry to post-graduation in order to benchmark the productivity and accountability of New Mexico's educator work force; provided that the system shall be designed in collaboration with:

(a) all public post-secondary teacher and administrator preparation programs in New Mexico, including those programs that issue alternative or provisional licenses;

(b) the teacher and administrator preparation programs' respective public post-secondary educational institutions; and

(c) the higher education department;

(2) require all public post-secondary teacher and administrator preparation programs to submit the data required for the uniform statewide educator accountability reporting system through the department's student teacher accountability reporting system;

(3) use the uniform statewide educator accountability reporting system, in conjunction with the department's student teacher education accountability reporting system, to assess the status of the state's efforts to establish and maintain a seamless pre-kindergarten through post-graduate system of education;

(4) adopt the format for reporting the outcome measures of each teacher and administrator preparation program in the state; and

(5) issue an annual statewide educator accountability report.

B. The annual educator accountability report format shall be clear, concise and understandable to the legislature and the general public. All annual program and statewide accountability reports shall ensure that the privacy of individual students is protected.

C. Each teacher and administrator preparation program's annual educator accountability report shall include the demographic characteristics of the students and the following indicators of program success:

(1) the standards for entering and exiting the program;

(2) the number of hours required for field experience and for student teaching or administrator internship;

(3) the number and percentage of students needing developmental course work upon entering the program;

(4) the number and percentage of students completing each program;

(5) the number and types of degrees received by students who complete each program;

(6) the number and percentage of students who pass the New Mexico teacher or administrator assessments for initial licensure on the first attempt;

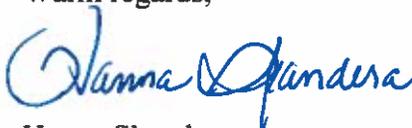
(7) a description of each program's placement practices; and

(8) the number and percentage of students hired by New Mexico school districts.

The Educator Accountability Reporting System (EARS) is required by New Mexico statute and examines the teacher preparation programs of the research universities, comprehensive universities and colleges, community colleges, and the private universities and colleges across the state. This specific report targets the 2011–2012 academic year which includes the summer of 2012.

We look forward to working with you and your colleagues to ensure that the teacher preparation programs in New Mexico increase student benefits and reduce costs through expanded risk-sharing. Consequently, this will provide an excellent teacher preparation program that ensures all students in the program have access to a common set of benefits.

Warm regards,



Hanna Skandera
Secretary of Education
Public Education Department



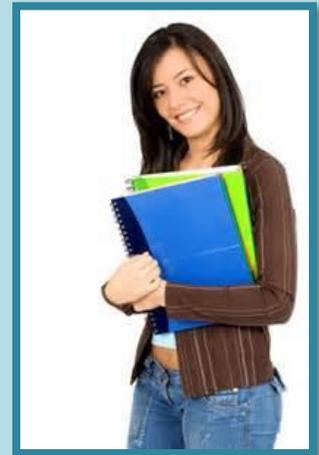
Dr. José Z. Garcia
Cabinet Secretary
Higher Education Department

Enc. (1): *Educator Accountability Reporting System for Academic Year 2011–2012*

HS/MM/mm

cc: PED Senior Team
Matt Montano, Director of Educator Quality Division
Susan O'Brien, Assistant Director, Educator Quality Division

2013
Educator
Accountability
Reporting
System (EARS)





The State of New Mexico

Educator Accountability Reporting System 2013 Annual Report August 2014

Susana Martinez
Governor

Hanna Skandera
Secretary of Education
Public Education Department

Dr. José Z. Garcia
Cabinet Secretary
Higher Education Department

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Notes

- This report is available at www.ped.state.nm.us. Click on the A–Z directory to locate it under “EARS Report.”

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Executive Summary

The Educator Accountability Reporting System (EARS) is required by New Mexico statute and examines the teacher preparation programs of the research universities, comprehensive universities and colleges, community colleges, and the private universities and colleges across the state. This specific report targets the 2011–2012 academic year which includes the summer of 2012.

The New Mexico American Association of Colleges of Teacher Education (NMAACTE) was formed to aggregate the data and connect public post-secondary teacher and administrator preparation programs with operative solutions to effective educator preparation, as well as offering a network of support for the deans and directors of those programs by gathering and reporting the data in this annual report. The EARS is designed to provide a portrait of the effective preparation of educators (teachers, counselors, and administrators) in New Mexico.

“Every child in America deserves a high-quality education that prepares her or him for college, a career, and the responsibilities of citizenship. Teachers and school leaders work each day with our nation’s children to provide them with the knowledge, skills, and habits to succeed professionally and personally and to give them an array of tools for leading productive and satisfying lives.”²

Indeed, educators are the heart and soul of American education. Great teachers and principals are drawn to the profession because they want to nurture young people and watch them grow—not only academically, but also socially and emotionally. They teach because of their belief in the power of education to transform lives. Strong teachers can boost students’ academic achievement, improve their attitudes about school and themselves, and increase their ability to earn. Highly effective teachers accelerate student learning, close achievement gaps that have persisted for decades, and build habits of mind that change the trajectories of students’ lives, resulting in lower dropout rates, lower rates of teen pregnancy, and greater lifetime earnings and career satisfaction.¹ And strong school leaders enable effective teachers to grow and thrive.²³

“As American educators work within schools, districts, and states to reshape their profession, they caution against two common reform errors: putting too much burden on any one element of the system to solve all of our nation’s education problems and implementing piecemeal strategies in an ad hoc, uncoordinated way. Instead, we must take a comprehensive, integrated, and long-term approach to transformation, drawing on lessons from higher-performing countries and from the hundreds of schools across this country whose students excel academically despite significant challenges.”⁴ The New Mexico 2013 EARS report provides an integrated framework for guiding the effective preparation of educators throughout this state.

¹ Chetty, R., Friedman, J.N., & Rockoff, J.E., National Bureau of Economic Research (December 2011). The Long-term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood. Working Paper 17699. Retrieved from http://obs.rc.fas.harvard.edu/chetty/value_added.pdf.

² McKinsey & Co. (2010). Closing the Talent Gap: Attracting and Retaining Top-Third Graduates to Careers in Teaching. Retrieved from http://mckinseysociety.com/downloads/reports/Education/Closing_the_talent_gap.pdf.

³ A Blueprint for R.E.S.P.E.C.T. Recognizing Educational Success, Professional Excellence, and Collaborative Teaching. U.S. Department of Education, April 2013, page 1.

⁴ Ibid, page 2.

Introduction

As required by state statute, the New Mexico Public Education Department (PED) must report annually using the Educator Accountability Reporting System (EARS) which measures how well the public post-secondary teacher and administrator preparation programs are performing their duties to develop effective educators (teachers, counselors, and administrators) in the state of New Mexico. New Mexico American Association of Colleges of Teacher Education (NMAACTE) was formed by the deans and directors of the teacher preparation programs in New Mexico to gather and report this annual data. The statute requires that the data from EARS is logged into the PED department's student teacher accountability reporting system (STARS). The data process in STARS is being restructured to deliver the most meaningful and succinct report that includes every statutory requirement.

The EARS report will also help education institutions improve their practices with regard to the following:

- 1) Preparing highly effective educators
- 2) Connecting curriculum and learning experiences to the needs of schools
- 3) Hiring terminally-degreed faculty who have public school experience
- 4) Remaining active in service and research in the PreK–20 culture⁵

In the late 1880's—when New Mexico was still a territory, public and private four-year institutions were preparing teachers. Since 2003, New Mexico community colleges have partnered with the four-year institutions to support teacher preparation. In order to ensure effective educator preparation programs, all institutions must maintain a competency-driven, national, standards-based curriculum through joint New Mexico—NCATE accreditations or through the National Council for Accreditation of Teacher Education (NCATE) partnership with the PED.⁶

The intent of this report is to fulfill the following:

- Meet the EARS statutory requirement
- Connect to PreK–12 PED data to reinforce a seamless PreK–20 reporting system⁷
- Honor the different missions of community colleges, comprehensive institutions, and research institutions⁸
- Include all initial (including alternative) and advanced licensure programs⁹
- When available, each annual EARS report will encompass data from the previous summer, fall, and spring¹⁰

By following the design outline provided in statute, this version of the 2013 EARS encompasses a portion of data that has not previously been collected by the public post-secondary teacher and administrator preparation programs. The institutions cited are committed to providing the most current and accurate data available.

⁵ EARS Report 2011.

⁶ Ibid.

⁷ Ibid.

⁸ Ibid.

⁹ Ibid.

¹⁰ Ibid.

This section describes the laws and rules that apply to EARS in relevant part as follows:

22-10A-19.2. Educator accountability report.

A. The department shall:

(1) design a uniform statewide educator accountability reporting system to measure and track teacher and administrator education candidates from pre-entry to post-graduation in order to benchmark the productivity and accountability of New Mexico's educator work force; provided that the system shall be designed in collaboration with:

(a) all public post-secondary teacher and administrator preparation programs in New Mexico, including those programs that issue alternative or provisional licenses;

(b) the teacher and administrator preparation programs' respective public post-secondary educational institutions; and

(c) the higher education department;

(2) require all public post-secondary teacher and administrator preparation programs to submit the data required for the uniform statewide educator accountability reporting system through the department's student teacher accountability reporting system;

(3) use the uniform statewide educator accountability reporting system, in conjunction with the department's student teacher education accountability reporting system, to assess the status of the state's efforts to establish and maintain a seamless pre-kindergarten through post-graduate system of education;

(4) adopt the format for reporting the outcome measures of each teacher and administrator preparation program in the state; and

(5) issue an annual statewide educator accountability report.

B. The annual educator accountability report format shall be clear, concise and understandable to the legislature and the general public. All annual program and statewide accountability reports shall ensure that the privacy of individual students is protected.

C. Each teacher and administrator preparation program's annual educator accountability report shall include the demographic characteristics of the students and the following indicators of program success:

(1) the standards for entering and exiting the program;

(2) the number of hours required for field experience and for student teaching or administrator internship;

(3) the number and percentage of students needing developmental course work upon entering the program;

(4) the number and percentage of students completing each program;

(5) the number and types of degrees received by students who complete each program;

(6) the number and percentage of students who pass the New Mexico teacher or administrator assessments for initial licensure on the first attempt;

(7) a description of each program's placement practices; and

(8) the number and percentage of students hired by New Mexico school districts.

D. The educator accountability report shall include an evaluation plan that includes high performance objectives. The plan shall include objectives and measures for:

(1) increasing student achievement for all students;

(2) increasing teacher and administrator retention, particularly in the first three years of a teacher's or administrator's career;

(3) increasing the percentage of students who pass the New Mexico teacher or administrator assessments for initial licensure on the first attempt;

(4) increasing the percentage of secondary school classes taught in core academic subject areas by teachers who demonstrate by means of rigorous content area assessments a high level of subject area mastery and a thorough knowledge of the state's academic content and performance standards;

(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; and

(6) increasing the number of teachers trained in math, science and technology.

E. In addition to the specifications in Subsections C and D of this section, the annual educator accountability report shall also include itemized information on program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour.

F. The annual educator accountability report shall be adopted by each public post-secondary educational institution, reported in accordance with guidelines established by the department to ensure effective communication with the public and disseminated to the governor, legislators and other policymakers and business and economic development organizations by November 1 of each year.

History: Laws 2007, ch. 264, § 2; 2009, ch. 20, § 1.

Statutory Report Detailed Requirements

This report follows the detail requested by statute and listed on the previous two pages. Each element listed in the statute will be followed by a complete response providing the most comprehensive data available from the New Mexico research universities, comprehensive universities and colleges, community colleges, and private universities and colleges designated to participate in EARS.

C. Teacher and Administrator Preparation Program's Annual Educator Accountability

"Much has been written and discussed of late about the debate over the best method of assessing teacher-preparation programs. As the dean of the school of education at Indiana University Bloomington, I understand that meaningful assessment of teacher preparation requires a multifaceted approach based on a robust research methodology and focused on program outcomes...

The education and scientific community has a duty to provide a critical review of the evaluation methods used and insist that conclusions reached as a result of the "conversation" on teacher education accountability are based on valid data."¹¹

¹¹ Education Week, Defining Teacher-Prep Accountability, Gerardo M. Gonzalez, March 2014

1. The standards for entering and exiting the program

The standards for **entering** the teacher preparation program are listed below: (UG=undergraduate and PG=postgraduate)

Institutions	Transcript	Fingerprint Check	Background Check	Minimum # of courses— credits—semester hours completed	Minimum GPA	Minimum GPA in content area coursework	Minimum GPA in professional education coursework	Minimum ACT score	Minimum SAT score	Minimum basic skills test score	Subject area—academic content test or other subject matter verification	Recommendation(s)	Essay or personal statement	Interview	Other	Other Explanation	Median GPA of individuals accepted AY 2011–12
Research Universities																	
NM State University	UG	UG	UG	UG	UG=2.5	UG	UG	No	No	UG	UG	UG	UG	No	UG	Application, experience in classroom or working with children, resume, community service requirement	3.02
	PG	PG	PG	PG	PG=3.0	PG	PG	No	No	PG	PG	PG	PG	No	PG	Successful completion of Comprehensive Exam, student teaching, 'B' or better in all education courses	3.72
University of NM	UG	UG	UG	UG	UG=2.75	UG	UG	No	No	UG	No	UG	UG	UG	No		3.31
	PG	PG	PG	PG	PG=3.0	PG	No	No	No	PG	No	PG	PG	PG	No		3.58
Comprehensive Universities and Colleges																	
Eastern NM University	UG	UG	UG	UG	UG=2.75	UG	UG	No	No	UG	No	No	UG	No	No		3.382
	PG	PG	PG	PG	PG=3.0	PG	PG	No	No	PG	No	PG	PG	No	No		3.185
NM Highlands	UG	No	No	UG	UG=2.5	UG	UG	No	No	UG	No	No	UG	No	No		3.46
NM Tech	UG	Yes	Yes	UG	UG= 2.5	UG	UG= 2.5	NO	NO	UG	UG	UG	UG	No	No	Document of experience submitted by a supervisor	3.5
Northern NMC	UG	UG	UG	UG	UG=3.0	UG	UG	UG	UG	UG	UG	UG	UG	UG	UG	Successful completion of entrance exam, entrance interview and completed application packet	3.25
Western NM	PG	PG	PG	PG	PG=3.0	No	No	No	No	PG	No	PG	PG	No	PG	Professional Behaviors and Dispositions	3.7

Institutions	Transcript	Fingerprint Check	Background Check	Minimum # of courses— credits—semester hours completed	Minimum GPA	Minimum GPA in content area coursework	Minimum GPA in professional education coursework	Minimum ACT score	Minimum SAT score	Minimum basic skills test score	Subject area—academic content test or other subject matter verification	Recommendation(s)	Essay or personal statement	Interview	Other	Other Explanation	Median GPA of individuals accepted AY 2011–12
Note: The community college programs presented below are Alternative Licensure Post Bachelor of Arts.																	
Community Colleges																	
Central NM CC	PG	No	No	PG	No	PG	No	No	No	PG	No	No	PG	No	PG	Applicants are scored based upon: GPA of highest degree earned; if pursuing licensure in high-need area (math, science, special education, and bilingual); experience teaching or working with children; and essay responses to questions about knowledge of the field, goal- setting, diversity, leadership, and resiliency. Exceptions to minimum score for acceptance are made if candidate has a confirmed job offer from school/district conditional on being accepted to the program. All candidates are accepted "provisionally." Full acceptance is granted after successful completion of first semester of coursework, passing NMTA—Basic Skills score, and completion of Program Orientation.	3.24
San Juan College	PG	No	No	PG	No	No	No	No	No	PG	No	No	PG	PG	No		3.13
Santa Fe CC	PG	PG	PG	PG	UG=2.5	PG	PG	No	No	PG	No	PG	No	No	No		3.35
Private Universities and Colleges																	
University of Phoenix	UG	UG		UG	UG=2.5	UG					UG				UG	Completion of 12 th credit	
University of the SW	UG	No	No	UG	UG=2.5	UG	UG	UG	UG	UG	No	UG	No	UG	No		3.538
	PG	No	No	PG	PG=3.0	PG	PG	No	No	PG	No	PG	PG	PG	PG		3.17
Wayland Baptist	UG	UG	UG	UG	UG=2.7	No	No	No	No	UG	No	UG	UG	No	No		2.8
	PG	PG	PG	No	PG=3.0	PG	No	No	No	PG	No	PG	PG	No	No		3.33

The standards for **exiting** the teacher preparation program are listed below: (UG=undergraduate and PG=postgraduate)

Institutions	Transcript	Fingerprint Check	Background Check	Minimum # of courses—credits—semester hours completed	Minimum GPA	Minimum GPA in content area coursework	Minimum GPA in professional education coursework	Minimum ACT score	Minimum SAT score	Minimum basic skills test score	Subject area—academic content test or other subject matter verification	Recommendation(s)	Essay or personal statement	Interview	Other	Other Explanation	Median GPA of individuals completing the program AY 2011–12
Research Universities																	
NM State University	UG	No	No	UG	UG=2.5	UG	UG	No	No	UG	UG	No	No	No	No	Application, experience in classroom, resume, bachelor's degree/higher, job offer from school/district	3.45
	PG	No	No	PG	PG=3.0	PG	PG	No	No	No	PG	No	No	No	PG	Exit—Successful completion of Comprehensive Exam, student teaching, 'B' or better in all education courses	3.82
University of NM	UG	UG	UG	UG	UG=3.0	UG	UG	No	No	UG	No	UG	No	No	No		3.58
	PG	PG	PG	PG	PG=3.0	PG	PG	No	No	No	PG	No	No	No	No		4.00
Comprehensive Universities and Colleges																	
Eastern NM University	UG	UG	UG	UG	UG=2.8	UG	UG	No	No	UG	UG	No	UG	UG	No		3.261
	PG	PG	PG	PG	PG=3.0	PG	PG	No	No	PG	PG	PG	PG	PG	No		3.71
NM Highlands	UG	UG	UG	UG	UG=2.75	UG	UG	No	No	UG	UG	UG	UG	No	No		3.63
NM Tech	UG	UG	Y	Y	Y=2.5	Y= 2.5	UG	No	No	UG	UG	UG	UG	Y	No		2.5
Northern NMC	UG	UG	UG	UG	UG=3.0	UG	UG	No	No	UG	UG	UG	UG	UG	UG	Professional Dispositions, Assessment of Classroom Practices, Exit Interview	3.8
Western NM	No	No	No	PG	PG=3.0	PG	PG	No	No	No	PG	No	No	No	PG	Professional Behaviors and Dispositions	3.82
Community Colleges																	
Central NM CC	PG	PG	PG	PG	UG=3.5	PG	PG	No	No	PG	PG	No	PG	No	No		3.85
San Juan College	No	PG	PG	PG	UG=2.0	PG	PG	No	No	PG	No	No	PG	No	No		3.4
Santa Fe CC	PG	No	No	PG	UG=3.0	PG	PG	No	No	PG	PG	No	PG	No	No		3.87
Private Universities and Colleges																	
University of Phoenix	UG	UG		UG	UG=3.0	UG				UG	UG				UG	Teacher work sample, student teaching, practicum courses	3.01
																	3.71
University of the SW	No	UG	UG	UG	UG=3.0	UG	UG	No	No	UG	UG	UG	No	No	No		3.592
	No	No	No	PG	PG=3.0	PG	PG	No	No	PG	PG	No	No	No	No		3.667
Wayland Baptist	No	No	No	UG	UG=2.7	UG	UG	No	No	UG	UG	No	No	No	UG	Professional Portfolio	3.4
	No	No	No	PG	PG=3.0	PG	PG	No	No	PG	PG	No	No	No	PG		3.95

2. The number of hours required for field experience and for student teaching or administrator internship

Institutions	Supervised Clinical Experience in the Academic Year 2011–2012			
	Field Experience Contact Hours Required—Pre-student teaching contact hours required	Student Teaching Hours Required	Total Hours (field experience and student teaching)	Administrator Internship Hours Required
Research Universities				
NM State University	Average number=290	Average number=562.5	852.5	240
University of NM	Average number=282	Average number=455	Average number=737	200
Comprehensive Universities and Colleges				
Eastern NM University	Average number=196	Average number=595	791	240
NM Highlands	Average number=90	Average number=560		
NM Tech	0	Average number=90		
Northern NMC	Average number=40	Average number= 540	663	
Western NM	Average number=0	Average number=1360		
Community Colleges				
Central NM CC	Average number=30	Average number=160	200+	
San Juan College	Average number=45	Average number=105		
Santa Fe CC	Average number=45	Average number=150		
Private Universities and Colleges				
University of Phoenix	Average number=100	Average number=560	660	240
University of the SW	Average number=90	Average number=490		
Wayland Baptist	Average number=62	Average number=490	622	180

3. The number and percentage of students needing developmental course work upon entering the program

Number and Percentage of Students Needing Developmental Course Work Upon Entering the Program in the Academic Year 2011–2012		
Institutions	Number of Students Needing Developmental Course Work Upon Entering the Program	Percent of Students Needing Developmental Course Work Upon Entering the Program
Research Universities		
NM State University	55	42%
University of NM	0	0%
Comprehensive Universities and Colleges		
Eastern NM University	0	0%
NM Highlands		
NM Tech	0	0%
Northern NMC	0	0%
Western NM		
Community Colleges		
Central NM CC	0	0%
San Juan College		
Santa Fe CC		
Private Universities and Colleges		
University of Phoenix	NA—developmental coursework not included in program	NA—developmental coursework not included in program
University of the SW		
Wayland Baptist	0	0%

4. The number and percentage of students completing each program

Academic Year 2011–2012						
Institutions	Number of Students Completing Teacher Education—Special Education	Percent of Students Completing Teacher Education—Special Education	Number of Students Completing Teacher Education—Elementary Education	Percent of Students Completing Teacher Education—Elementary Education	Number of Students Completing Teacher Education—Secondary Education	Percent of Students Completing Teacher Education—Secondary Education
Research Universities						
NM State University	27	8.40%	93	29%	20	6.25%
University of NM	32		193		52	
Comprehensive Universities and Colleges						
Eastern NM University	19 Alternative Programs 17 Traditional Programs		6 Alternative Programs 68 Traditional Programs		7 Alternative Programs 29 Traditional Programs	
NM Highlands	28		51		13	
NM Tech	0	0	0	0	1	100
Northern NMC	3	100%	12	100%	10	100%
Western NM	14		3		5	
Community Colleges						
Central NM CC	38		48		49	
San Juan College	4		9		8	
Santa Fe CC	16		39		37	
Private Universities and Colleges						
University of Phoenix	0		57	100%	0	
University of the SW	3		5		6	
Wayland Baptist	1		5		4	

5. The number and types of degrees received by students who complete each program

The chart below provides a summary of the number of students who completed the teacher preparation program during the AY 2009–2010, 2010–2011, and 2011–2012. Charts on the following two pages provide a summary of the number and types of degrees received by students upon program completion during the AY 2011–2012.

Institutions	Teacher Preparation Program Completers		
	2011–2012	2010–2011	2009–2010
Research Universities			
NM State University	320	283	294
University of NM	276	343	379
Comprehensive Universities and Colleges			
Eastern NM University	127	97	86
NM Highlands	87	99	108
NM Tech	1		
Northern NMC	22	26	36
Western NM	7	8	7
Community Colleges			
Central NM CC	119	128	102
San Juan College	21	22	17
Santa Fe CC	95	56	36
Private Universities and Colleges			
University of Phoenix	64	44	57
University of the SW	25	23	21
Wayland Baptist	19	11	12

Institutions	Teachers Prepared by Subject Area 2011–2012																				
	General Education—Multiple levels	Elementary Education	Junior High—Intermediate—Middle School Education	Secondary Education	Agriculture	Art	Bilingual, Multilingual, and Multicultural Education	Biology	Business	Chemistry	Computer Science	Drama and Dance	Earth Science	Early Childhood	English as a Second Language	English Language Arts	Foreign Language	French	German	Latin	Spanish
Research Universities																					
NM State University		93		20	24		1	1					23	2		3					3
University of NM		193		52		8		1				3	14		13		1				6
Comprehensive Universities and Colleges																					
Eastern NM University		68		29	1		3	1	1				6		24						1
NM Highlands		51		13											2						
NM Tech									1												
Northern NMC		6		10											2						
Western NM		3		5											3						
Community Colleges—Alternative Licensure																					
Central NM CC		47		49		5		4			2		4		9	4					2
San Juan College		9		8					2						2						
Santa Fe CC		39		37		1							4		11	2					2
Private Universities and Colleges																					
University of Phoenix																					
University of the SW	2	5		6			2						2		5						
Wayland Baptist	9	5		4											2						
Totals	11	519	0	233	25	14	6	3	4	4	0	2	3	53	2	73	9	1	0	0	14

Institutions	Teachers Prepared by Subject Area 2011–2012																		
	Geography	Health	History	Home Economics— Family and Consumer Sciences	Industrial Arts— Technology Teacher Education	Mathematics	Music	Multiple Levels	Physical Education Coaching	Physics	Psychology	Reading	Science Teacher General Science	Social Science	Social Studies	Special Education	Speech	Technical Education	Other
Research Universities																			
NM State University				7		12			2			6		13	27				
University of NM		5				5	6	17	3			1		17	32				
Comprehensive Universities and Colleges																			
Eastern NM University					12	21	6		9			5	11		17				
NM Highlands		1	3			1			1						28				
NM Tech												1							
Northern NMC			1						1						4				
Western NM						1			1			2			14				
Community Colleges																			
Central NM CC		2				11			4		1	14		12	38			1	
San Juan College							1		1			1		1	4				
Santa Fe CC						7	3		1			3	6		16				
Private Universities and Colleges																			
University of Phoenix																			
University of the SW									1		1				3				10*
Wayland Baptist												2			1				
Totals	0	8	4	7	12	58	16	17	24	0	2	0	35	17	43	184	0	1	10
* University of the SW = Educational Diagnostician (3), Educational Administration (1), School Counselor (6)																			

6. The number and percentage of students who pass the New Mexico teacher or administrator assessments for initial licensure on the first attempt

Institutions	Number and Percentage of Students Who Pass the New Mexico Teacher Assessments for Initial Licensure on the First Attempt —All Program Completers—Summary Rates 2011–2012			Number and Percentage of Students Who Pass the New Mexico Administrator Assessments for Initial Licensure on the First Attempt —All Program Completers—Summary Rates 2011–2012		
	Number Taking Tests	Number Passing Tests	Pass Rate %	Number Taking Tests	Number Passing Tests	Pass Rate %
NOTE: This data was taken from Title II report Section III. Summary pass rates were used by the institutions to complete this chart.						
Research Universities						
NM State University	184	168	91%	35	31	88%
University of NM	276	268	97%	N/A		
Comprehensive Universities and Colleges						
Eastern NM University	107	102	95%	17	17	100%
NM Highlands						
NM Tech	1	1	100%			
Northern NMC	25	24	96%			
Western NM						
Community Colleges						
Central NM CC	116	111	96%			
San Juan College						
Santa Fe CC						
Private Universities and Colleges						
University of Phoenix	125		89%	NA	NA	NA
University of the SW	25	24	96%			
Wayland Baptist	11	11	100%			

7. A description of each program's placement practices

Please see the links below to the institutions' placement practices.

Institutions		Program Placement Practices for the Academic Year 2011–2012
Research Universities		
NM State University	Link →	http://college.education.nmsu.edu/files/2014/04/Indicator-Table-8-Placement-Practices.pdf
University of NM	Link →	http://coe.unm.edu/uploads/docs/coe-main/advisement/unm-criteria-standards-2013.pdf
Comprehensive Universities and Colleges		
Eastern NM University	Link →	http://education.enmu.edu/partners/tep/student-teaching.shtml
NM Highlands	Link →	
NM Tech	Link →	
Northern NMC	NA	The College of Education works with LEA's to place students
Western NM	Link →	
Community Colleges—Alternative Licensure		
Central NM CC	NA	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 five years of experience if working in private school setting Student teacher is teaching content in which he/she has passed the NMTA content exam. Student teacher is teaching in a classroom that is reflective of the licensure area. Program GPA of 3.5
San Juan College	Link →	
Santa Fe CC	Link →	
Private Universities and Colleges		
University of Phoenix	Link →	
University of the SW	Link →	
Wayland Baptist	Link →	Not applicable

8. The number and percentage of students hired by New Mexico school districts

The data below was provided by STARS and includes teachers, counselors, and administrators.

Institutions	Teacher Preparation Program Academic Year 2011–2012	
	Number of Students Hired by New Mexico School Districts	Percentage of Students Hired by New Mexico School Districts
Research Universities		
NM State University	123	11.3%
University of NM	304	29%
Comprehensive Universities and Colleges		
Eastern NM University	76	7.1%
NM Highlands	57	5.3%
NM Tech	4	.4%
Northern NMC	4	.4%
Western NM	34	3.2%
Community Colleges		
Central NM CC	6	.6%
San Juan College		
Santa Fe CC	2	.2%
Private Universities and Colleges		
University of Phoenix	Santa Teresa Campus 3 Albuquerque 13	.7% 81%
University of the SW	14	1.3%
Wayland Baptist	17	Not applicable

D. The evaluation plan shall include objectives and measures for the following:

Institutions	Evaluation Plan Summary for the Academic Year 2011–2012					
Does the IHE have an Evaluation Plan? If so, please provide the link to the plan. Does it include the objectives and measures listed in statute and on the next two pages?						
Research Universities						
NM State University	✓	Yes	Link to Plan→	http://college.education.nmsu.edu/files/2014/04/Evaluation-Plan.pdf		Our Evaluation Plan is in development.
University of NM	✓	Yes	Link to Plan→	Document available upon request		Our Evaluation Plan is in development.
Comprehensive Universities and Colleges						
Eastern NM University	✓	Yes	Link to Plan→	http://education.enmu.edu/teacherprep-eval.shtml		Our Evaluation Plan is in development.
NM Highlands		Yes	Link to Plan→			Our Evaluation Plan is in development.
NM Tech		Yes	Link to Plan→			Our Evaluation Plan is in development.
Northern NMC		Yes	Link to Plan→			Our Evaluation Plan is in development.
Western NM		Yes	Link to Plan→			Our Evaluation Plan is in development.
Community Colleges—Alternative Licensure						
Central NM CC		Yes	Link to Plan→	Document available upon request		Our Evaluation Plan is in development.
San Juan College		Yes	Link to Plan→			Our Evaluation Plan is in development.
Santa Fe CC		Yes	Link to Plan→			Our Evaluation Plan is in development.
Private Universities and Colleges						
University of Phoenix		Yes	Link to Plan→		X	Our Evaluation Plan is in development.
University of the SW		Yes	Link to Plan→			Our Evaluation Plan is in development.
Wayland Baptist		Yes	Link to Plan→		X	Our Evaluation Plan is in development.

The evaluation plan for each Institute of Higher Education (IHE) shall include objectives and measures for each of the goals listed below:

Evaluation Plan Program Goals for the Academic Year 2011–2012													
Institution ↓	Goals →	1) Increasing student achievement for all students				2) Increasing teacher and administrator retention, particularly in the first three years of a teacher's or administrator's career				3) Increasing the percentage of students who pass the New Mexico teacher or administrator assessments for initial licensure on the first attempt			
		Objectives		Measures		Objectives		Measures		Objectives		Measures	
Evaluation Plan includes the following→		Objectives		Measures		Objectives		Measures		Objectives		Measures	
Research Universities													
NM State University		✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
University of NM		✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
Comprehensive Universities and Colleges													
Eastern NM University		✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
NM Highlands			Yes		Yes		Yes		Yes		Yes		Yes
NM Tech			Yes		Yes		Yes		Yes		Yes		Yes
Northern NMC			Yes		Yes		Yes		Yes		Yes		Yes
Western NM			Yes		Yes		Yes		Yes		Yes		Yes
Community Colleges—Alternative Licensure													
Central NM CC		✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
San Juan College			Yes		Yes		Yes		Yes		Yes		Yes
Santa Fe CC			Yes		Yes		Yes		Yes		Yes		Yes
Private Universities and Colleges													
University of Phoenix		NM Local Campus Goals	Yes	NM Local Campus Goals	Yes	NM Local Campus Goals	Yes	NM Local Campus Goals	Yes	NM Local Campus Goals	Yes	NM Local Campus Goals	Yes
University of the SW			Yes		Yes		Yes		Yes		Yes		Yes
Wayland Baptist			Yes		Yes		Yes		Yes		Yes		Yes

Evaluation Plan Program Elements for the Academic Year 2011–2012												
Institutions	4) Increasing the percentage of secondary school classes taught in core academic subject areas by teachers who demonstrate by means of rigorous content area assessments a high level of subject area mastery and a thorough knowledge of the state's academic content and performance standards				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				6) Increasing the number of teachers trained in math, science and technology			
	Evaluation Plan includes the following→	Objectives		Measures		Objectives		Measures		Objectives		Measures
Research University												
NM State University	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
University of NM	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
Comprehensive Universities and Colleges												
Eastern NM University	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
NM Highlands		Yes		Yes		Yes		Yes		Yes		Yes
NM Tech		Yes		Yes		Yes		Yes		Yes		Yes
Northern NMC		Yes		Yes		Yes		Yes		Yes		Yes
Western NM		Yes		Yes		Yes		Yes		Yes		Yes
Community Colleges—Alternative Licensure Programs												
Central NM CC	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
San Juan College		Yes		Yes		Yes		Yes		Yes		Yes
Santa Fe CC		Yes		Yes		Yes		Yes		Yes		Yes
Private Universities and Colleges												
University of Phoenix	NM Local Campus Goals	Yes	NM Local Campus Goals	Yes	NM Local Campus Goals	Yes	NM Local Campus Goals	Yes	NM Local Campus Goals	Yes	NM Local Campus Goals	Yes
University of the SW		Yes		Yes		Yes		Yes		Yes		Yes
Wayland Baptist		Yes		Yes		Yes		Yes		Yes		Yes

E. Itemized information on program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour

Institutions	Financial Measures							
	Financial Measures—Instructional Support Formula Revenue Compared to Budget for 2011–2012 Academic Year							
	2011–2012 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	2011–2012 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits) ⁵	Expenditures per SCH (with fringe benefits)
Research Universities								
NM State University								
University/Institution	427,461	\$138,506,148	\$117,895,062	\$108,748,772	92.2%	427,461	\$108,748,772	254.41
College/Program of Education	46,348	\$18,186,340	\$15,480,033	\$13,007,919	84%	46,348	\$13,007,919	280.66
Initial Licensure Programs ⁴	23,416	\$7,388,109	\$6,217,740	\$6,490,799	103.5%	23,416	\$5,841,719	249.48
University of NM (see below)¹								
University/Institution	659,629	190,937,261	159,450,485 ²	171,509,319 ³	107.6%	645,629	162,593,130	251.84
College/Program of Education	71,103	24,831,008	20,736,216	18,330,854	88.4%	71,103	16,597,828	233.43
Initial Licensure Programs ⁴	31,182	9,982,403	8,336,241	8,536,266	102.4%	31,182	7,809,552	250.45
[*] SCH=Enrollment Credit Hours ¹ In this table, 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. It includes balance forward (fund balances). For some IHEs 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 are licensure-preparation related. ⁵ Data provided in this table are un-audited as provided by the institution.								

Institutions	Financial Measures							
	Financial Measures—Instructional Support Formula Revenue Compared to Budget for 2011–2012 Academic Year							
	2011–2012 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	2011–2012 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits) ⁵	Expenditures per SCH (with fringe benefits)
Comprehensive Universities and Colleges								
Eastern NM University								
University/Institution	114,568	\$31,004,635	\$26,489,740	\$20,418,660	77.1%	114,568	\$20,190,834	176.2345016
College/Program of Education	26,545	\$9,819,163	\$8,389,296	\$3,852,952	45.9%	26,545	\$4,157,284	156.6126954
Initial Licensure Programs ⁴	11,859	\$5,034,345	\$4,301,243	\$1,707,703	39.7%	11,859	\$1,850,029	156.0021265
NM Highlands (see below)¹								
University/Institution	81,597.2	31,983.001	25,492,051	18,037,027	70.8%	81,597	18,015,928	220.7910057
College/Program of Education	20,215	8,617,424	6,868,518	2,587,125	37.7%	20,215	2,607,439	128.9847193
Initial Licensure Programs ⁴	1,859.99	792,890	631,973	238,042	37.7%	1,860	239,912	128.9854128
NM Tech (see below)¹(2012–2013)								
University/Institution	50,611	21,871,132	18,139,699	17,464,034	96.275%	50,611	18,139,699	358.4141
College/Program of Education	0	0	0	0	0	0	0	0
Initial Licensure Programs ⁴	63	27,224	22,580	104,378.66	383.40%	63	104,378.66	1656.8042
Northern New Mexico College								
Northern New Mexico College	38,795	10,239,240	9,985,100	5,711,441	57%	38,795	5,725,214	147.58
College of Education	1,937	569,393.28	258,280	83,387	32%	1,937	271,989	140.42
SCH=Enrollment * Credit Hours								
Western New Mexico								
University/Institution	68,928.9	16,316,625	13,084,078	14,983,887	114.5%	68,929	13,877,169	201.3258464
College/Program of Education	7,707	3,076,919	2,467,339	1,782,864	72.3%	7,707	1,456,934	189.0305226
Initial Licensure Programs ⁴	5,737.4	2,814,239	2,256,700	1,545,757	68.5%	5,737	1,263,173	220.1647858
¹ In this table, 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. It includes the 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 are licensure-preparation related. Data provided in this table are un-audited as provided by the institution.								

Institutions	Financial Measures							
	Financial Measures—Instructional Support Formula Revenue Compared to Budget for 2011–2012 Academic Year							
	2011–2012 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	2011–2012 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits) ⁵	Expenditures per SCH (with fringe benefits)
Community Colleges								
Central New Mexico Community College								
University/Institution	604,657	92,423,952	80,595,535	61,668,827	76.5%	604,657	61,668,827	101.98
College/Program of Education	13,951	1,988,126	1,733,686	1,014,360	58.5%	13,951	1,014,360	72.74
Initial Licensure Programs ⁴	3,156	420,821	366,964	229,469	62.5%	3,156	358,409	113.56
San Juan College								
University/Institution								
College/Program of Education								
Initial Licensure Programs ⁴								
Santa Fe Community College								
University/Institution								
College/Program of Education								
Initial Licensure Programs ⁴								
¹ In this table, 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. It includes the 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 are licensure-preparation related. Data provided in this table are un-audited as provided by the institution.								

Institutions	Financial Measures							
	Financial Measures—Instructional Support Formula Revenue Compared to Budget for 2011–2012 Academic Year							
	2011–2012 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	2011–2012 Total Unrestricted SCH	Instructional Support Expenditures (including fringe benefits) ⁵	Expenditures per SCH (with fringe benefits)
Private Universities and Colleges								
University of Phoenix								
University/Institution	The University of Phoenix, as a private institution, does not receive New Mexico state funding. Therefore, this section is not applicable.							
College/Program of Education								
Initial Licensure Programs ⁴								
University of the SouthWest								
University/Institution	The University of the SouthWest, as a private institution, does not receive New Mexico state funding. Therefore, this section is not applicable.							
College/Program of Education								
Initial Licensure Programs ⁴								
Wayland Baptist								
University/Institution	Wayland Baptist, as a private institution, does not receive New Mexico state funding. Therefore, this section is not applicable.							
College/Program of Education								
Initial Licensure Programs ⁴								
¹ In this table, 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. It includes the 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 are licensure-preparation related. Data provided in this table are un-audited as provided by the institution.								

Institutions	Financial Measures					
	Financial Measures—Lowest and Highest Compensation (Salary + Benefits) Of Full-Time ¹ and Part-Time Faculty ² for 2011–2012 Academic Year					
	Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3-Hour Course	
Research Universities						
NM State University	Lowest	Highest	Lowest	Highest	Lowest	Highest
	\$53,000	\$83,907	\$6,625	\$10,375	\$3,510	\$6,783
University of NM	Lowest	Highest	Lowest	Highest	Lowest	Highest
	\$40,574	\$124,865	\$5,072	\$15,608	\$2,728	\$9,661
Comprehensive Universities and Colleges						
Eastern NM University	Lowest	Highest	Lowest	Highest	Lowest	Highest
	\$49,200	\$84,531	\$2,050	\$3,522	\$1,400	\$2,000
NM Highlands	Lowest	Highest	Lowest	Highest	Lowest	Highest
	\$37,376	\$72,293	\$3,738	\$7,229	\$1,866	\$1,866
NM Tech *Only two faculty in the department	Lowest	Highest	Lowest	Highest	Lowest	Highest
	\$65,520.65				\$3,575.93	
Northern NMC	Lowest	Highest	Lowest	Highest	Lowest	Highest
	\$58,950	\$72,050	\$1,965	\$2,402	\$1,939	\$2,090
Western New Mexico* Salary only	Lowest	Highest	Lowest	Highest	Lowest	Highest
	*44,301	*63,367	NA	NA	NA	NA
Community Colleges						
Central NM CC	Lowest	Highest	Lowest	Highest	Lowest	Highest
	\$57,273	\$60,433	\$5,727	\$6,043	\$2,563	\$3,472
San Juan College	Lowest	Highest	Lowest	Highest	Lowest	Highest
Santa Fe CC	Lowest	Highest	Lowest	Highest	Lowest	Highest
	\$40,484 9-months	\$51,285 9-months	659/credit hour	820/credit hour	659/credit hour	820/credit hour
Private Universities and Colleges						
University of Phoenix	Lowest	Highest	Lowest	Highest	Lowest	Highest
University of the Southwest	Lowest	Highest	Lowest	Highest	Lowest	Highest
Wayland Baptist	Lowest	Highest	Lowest	Highest	Lowest	Highest
	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable

¹Full-time (FT) faculty includes FT tenure-track and FT non-tenure-track faculty.

²Part-time faculty excludes graduate teaching assistants. Source: Institution

Trends

Numerous organizations—responsible for ensuring that teachers leave higher education with the highest-quality preparation—have struggled with the best methods to evaluate their teacher education programs.

“In the past two years, the quality of teacher education programs has been repeatedly called into question, and a federal panel could not come to a consensus on the role students’ test scores should have on teachers’ evaluations. A report released today by the National Academy of Education suggests that more emphasis should be placed on designing evaluations of teacher training programs. Current approaches to evaluating teaching programs are ‘complex, varied, and fragmented,’ the report said.

The federal Higher Education Act seeks to require states to compile data and identify low-performing programs, and the Council for the Accreditation of Educator Preparation has issued revised accrediting standards that focus on student outcomes.

This summer, a study released by the National Council on Teacher Quality (NCTQ) found that the majority of teacher preparation programs were ineffective in preparing students to lead classrooms. According to the report, prospective teachers are not learning the appropriate content to teach or how to teach the material. Of 1,200 elementary and secondary teaching preparation programs ranked in the NCTQ report, 163 programs (13.6 percent) received less than one star out of four.

The report from the National Academy of Education, a nonpartisan education research organization, cautioned that while program evaluation is important, ‘it is not sufficient in itself to bring about improvements in teacher preparation, teaching quality, and student learning.’ The limitations of an evaluation system should be weighed against its potential benefits. An evaluation system that focuses on the SAT or ACT scores of entering students would be unfair to institutions whose purpose is to serve students who may not have had the best prior education, said Robert E. Floden, a co-author of the report. In September, the Education Trust, a group that advocates for low-income students, released a report urging the federal government to prod states to better measure college teacher education programs.”¹²

While the current research recognizes that there are a variety of approaches to—and reasons for—evaluating teacher training programs, we recognize the need to continue to exam the questions we are asking and the mechanisms we are using to answer those queries. We are cautioned to develop our analyses carefully and with the understanding that evaluation is merely the gateway to improvements in teacher preparation, teaching quality, and—our ultimate goal—student learning and the development of their potential.

¹² Evaluating Teacher Evaluation, Inside Higher Ed, October 25, 2013, Megan Rogers.

Conclusion

“A significant challenge in retaining effective educators has been finding ways to offer teachers satisfying career paths, avenues that allow them to take on significant roles and responsibilities and earn higher salaries without leaving the classrooms they love. Teachers long for opportunities that recognize their talents and allow them to contribute to transforming their schools into more effective centers for learning. Moreover, teachers who may have interest in moving to an administrative role would benefit from avenues that allow them to cultivate their skills over time while still serving as effective teachers. As Madeleine Fennell, chair of the NEA-sponsored Commission of Effective Teachers and Teaching, has said, it is ‘...time to blast open the glass ceiling or glass door of advancement in the [teaching] profession.’ A new vision of the profession would offer accomplished teachers multiple pathways to advance their careers without leaving the classroom. Development and advancement could occur at every stage of a teacher’s career, based on demonstrations of effectiveness.”¹³

The development and advancement for New Mexico educators discussed above is created and carried by the culture formed within our teacher preparation institutions. This shapes a specific set of ideas, practices, customs, and beliefs which help to make up the effective future educators in our state. The annual EARS report helps New Mexico education institutions review their practices with regard to the following:

- 1) Preparing highly effective educators
- 2) Connecting curriculum and learning experiences to the needs of schools
- 3) Hiring terminally-degreed faculty who have public school experience
- 4) Remaining active in service and research in the PreK–20 culture¹⁴

According to Michael A. Morehead, Ed.D., chair of NMDDE, “ensuring the EARS reporting process becomes something that fulfills the statutory requirement and provides an accurate status of teacher preparation in New Mexico...is something that we have advocated for and are happy to support.” It safeguards that this first step towards continuous betterment of our teacher programs, teacher quality, student learning, and strengthening of our citizenry remains intact.

¹³ A Blueprint for R.E.S.P.E.C.T. Recognizing Educational Success, Professional Excellence, and Collaborative Teaching. U.S. Department of Education, April 2013, page 22.

¹⁴ EARS Report 2011.

Glossary and Acronyms

EARS	Educator Accountability Reporting System
Field Experience	supervised experiences of college/university students with students in PreK–12 schools
Student Teacher	a college or university student who teaches school under the supervision of an experienced teacher as a requirement for a degree in education

Acronym	Complete Name	Shortened Version of Name
AY	Academic Year	
CNM	Central New Mexico Community College	Central NM CC
ENMU	Eastern New Mexico University	Eastern NM University
NMHU	New Mexico Highlands University	NM Highlands
NNMC	Northern New Mexico College	Northern NMC
NMSU	New Mexico State University	NM State University
NMT	New Mexico Institute of Mining and Technology	NM Tech
PED	New Mexico Public Education Department	
PG	Post graduate	
SJC	San Juan College	San Juan College
SFCC	Santa Fe Community College	Santa Fe CC
UG	Undergraduate	
UNM	University of New Mexico	University of NM
UOPX	University of Phoenix	
USW	University of the Southwest	
WBU	Wayland Baptist University	
WNMU	Western New Mexico University	Western New Mexico