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December 17, 2008

MEMORANDUM

TO: Legislative Education Study Committee

FR: Ms. Pamela Herman *PH*

RE: STAFF REPORT: P-20 INITIATIVE: IMPLEMENTATION OF THE TEACHER EDUCATION ACCOUNTABILITY REPORTING SYSTEM (TEARS)

Each year, the majority of teachers newly licensed in New Mexico receive their preparation to teach at postsecondary institutions within the state. Data provided by the Public Education Department (PED) to the US Department of Education show the following:

Teachers Receiving Initial Licensure in New Mexico: In- and Out-of-State Preparation

	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Number receiving initial licensure	2446	2471	2533	2596	2637	2367	3097
Number prepared out-of-state	402	442	430	441	437	1040	1117
Number prepared in-state	2044	2029	2103	2155	2200	1327	2880
Percent prepared in-state	83.5	82.1	83.0	83.0	83.4	56.1	63.9

In the 2006 interim, the Legislative Education Study Committee (LESC) and its 60-member College/Workplace Readiness and High School Redesign Task Force heard testimony on the need to improve preparation of teachers in order to successfully implement school reform and help prepare all students for life after graduation. Testimony addressed the importance of

including an initiative for teacher education accountability within the state P-20 data system so that teacher education programs and their parent institutions can make data-based decisions for continuous improvement.

In 2007, an LESC-endorsed bill was enacted to establish a uniform statewide teacher education accountability reporting system 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 teacher workforce (see Attachment 1). The reporting system will represent an aspect of the P-20 system, connecting public school student data from elementary and secondary school through higher education and, in the case of new teachers, back into the classroom.

The statute requires 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. The law requires the following:

- **Each teacher preparation program** must produce an annual Teacher Education 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 it to assess the status of the P-20 system of education; and issue an annual statewide Teacher Education Accountability Report.
- **Each public postsecondary educational institution** must adopt the annual report for its teacher education programs.

Progress in Implementation of the Teacher Education Accountability Reporting System

During the 2007 interim, the secretaries of the Public Education and Higher Education convened a group that included the representatives required in statute to implement TEARS. The New Mexico American Association of Colleges of Teacher Education (NMAACTE) deans and directors of teacher education worked with staff from PED, HED, and the Office of Education Accountability (OEA) of the Department of Finance and Administration to refine the report format and agree upon how the measures listed in statute would be reported, and in December 2007 the group reported its progress to the LESC. At that time, the group reported that until the common student ID system was implemented, the deans and directors group, assisted by LESC, OEA, and HED staff, will continue to refine the necessary data elements to incorporate into the system, and stated that they would have data to share with the LESC by November 2008 and thereafter. Throughout the 2008 interim, the group met monthly to produce the first TEARS report, using actual data from institutional and department records and from PED. Thirteen of 14 teacher preparation programs in the state provided the reports as required by law.

The full 2008 TEARS report, based on data from the 2007-2008 academic year, and including the 13 institutions' reports, is now available both in hard copy and on CD-ROM, and can be

viewed and downloaded from the OEA webpage (<http://education.nmdfa.state.nm.us>). A copy of the Introduction and statewide Summary Tables is attached to this report (see Attachment 2). As the Introduction states:

The TEARS report is intended to help inform the decisions made by the Legislature and Governor as they work to improve education in New Mexico. The TEARS 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 remain active in service and research in the K-20 culture.

The introductory narrative to the TEARS report provides a summary of data from the full report (see Attachment 2, page 2). According to the drafters, these data reveal that:

- Teacher education programs attract academically prepared candidates, as measured by statewide institutional average grade point averages upon admission to programs.
- Standards for admission to programs use common factors that enhance transparency and seamless transferability among institutions.
- All teacher preparation programs have set a goal that their student population closely mirror the state's general population.
- Field and clinical experiences are designed to connect classroom practices to candidate preparation; one limitation, however, is the amount of institutional supervision that the programs are able to provide candidates due to fiscal constraints.
- The goal of programs is to recruit, prepare, and graduate candidates in the high need areas of mathematics, science, special education, bilingual education, teaching of English as a Second Language (TESOL) and elementary education. Statutorily mandated data for mathematics, science and technology is reported, and will be broken out for the other areas in the 2009 report.
- Despite exhaustive attempts, the financial data included in the 2008 report indicate significant differences in definitions and interpretation across institutions.

Issues Identified in the Report: The narrative also notes several areas where limitations of the available data may have resulted in incomplete or imprecise results (see Attachment 2, page 3). The report makes the following recommendations to address these limitations:

1. Because data definitions lack consistency in some key areas, PED needs to work with the deans and directors, institutional budget directors, and institutional researchers to refine common data definitions during the 2009 interim to ensure comparability among institutions in the areas of (a) which programs are identified as alternative licensure; and (b) how budget and finance data are calculated.

2. Because student self-reporting can result in cases of incorrect attribution of New Mexico Teacher Assessment (NMTA) scores to preparing institutions, PED, in conjunction with the NMAACTE dean and directors, needs to modify NMTA application procedures to include validation of students' institutional affiliations.
3. Because inadequate information technology and data gathering results in the need for substantial manual data collection and analysis, participating institutions need to develop similar data systems that address TEARS reporting needs. PED and HED should involve the deans and directors in ongoing work to create a fully functional P-20 longitudinal data system.
4. Because, at present, PED cannot report validated information from STARS regarding the number or percentage of candidates from each institution hired by state school districts, the department needs to work with school districts to ensure that the information in STARS regarding the institution preparing the candidate for licensure is validated and correct.
5. Because not all state teacher preparation programs provided TEARS reports for 2008, statewide data are incomplete. The Legislature may wish to consider authorizing the imposition of sanctions for failure to comply with the law.

The report also notes that the financial section of the TEARS report does not capture the role of colleges of arts and sciences in preparing candidates, although the colleges of arts and sciences provide between 70 and 80 percent of all teacher preparation coursework. According to the report, this issue is beyond the scope of the compilers.

Policy Option: Several steps need to be completed before teacher education accountability data can be reported into STARS as required in statute. According to PED:

- postsecondary institutions need to complete the upgrade of their institutional (Banner) data systems, for purposes of which the 2008 Legislature reauthorized a \$1.0 million appropriation to HED;
- PED, in collaboration with HED and postsecondary institutions, needs to procure or develop a data model for grades 13-20 to reside in STARS and be linked to existing P-12 data via the common student identifier, at an estimated cost of between \$3.0 and \$4.0 million;
- PED, HED, and postsecondary institutions need to train registrars and other key personnel on the use of the common student ID, and any other issues regarding access to the ID number by postsecondary institutions need to be resolved.

In the meantime, the first cohort of students who were issued PED unique ID numbers graduated from New Mexico high schools in spring 2008, and many entered college in fall 2008. Students from that cohort who remain on track to graduate in the traditional four-year time frame may be admitted to teacher preparation programs by fall 2010 and graduate, be licensed, and begin teaching in New Mexico classrooms in fall 2012. In considering a phased in approach to developing a fully functional P-20 longitudinal data system, the Legislature may wish to consider that timeline and the needs of teacher education accountability in establishing its priorities for phase-in.

22-10A-19.2. Teacher education accountability report.

A. The department shall:

(1) design a uniform statewide teacher education accountability reporting system 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 teacher work force; provided that the system shall be designed in collaboration with:

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

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

(c) the higher education department;

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

(3) use the uniform statewide teacher education 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 preparation program in the state; and

(5) issue an annual statewide teacher education accountability report.

B. The annual teacher education 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 preparation program's annual teacher education 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;

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

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

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

(6) the number and percentage of students who pass the New Mexico teacher

assessments for initial licensure on the first attempt;

- (7) a description of the program's placement practices; and
- (8) the number and percentage of students hired by New Mexico school districts.

D. The teacher education 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 retention, particularly in the first three years of a teacher's career;
- (3) increasing the percentage of students who pass the New Mexico teacher 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 teacher education 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 teacher education 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.

Effective dates. — Laws 2007, ch. 264 contains no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, is effective June 15, 2007, 90 days after the adjournment of the legislature.



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SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

RECEIVED
VIA E-MAIL

December 15, 2008

DEC 1 2 2008

MEMORANDUM

TO: Rick Miera, Chairman
Senator Cynthia Nava, Co-chair
Frances Maestas, LESC Director

FROM: Dr. Jerry Harmon, Dean, Eastern New Mexico University
Dr. Mary Rose Cde Baca, Assistant Secretary for Educator Quality

RE: 22-10A-19.2 NMSA 1978

Attached is the report in response to Section 22-10A-19.2 NMSA 1978 (SB211 of 2007) otherwise referred to as the Teacher Education Accountability Reporting System (TEARS). Over the past two years, many individuals have contributed importantly to the development of this document. Their input, driven by a strong commitment to provide the best possible solution in response to SB211 of 2007 has added greatly to the work. With gratitude we thank them all!

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cc: Veronica C. García, Ed.D, Secretary of Education
Dr. Catherine Cross Maple, Deputy Secretary, Learning and Accountability

New Mexico 2008 Teacher Education Accountability Reporting System (TEARS) Report

Introduction

The NM Teacher Education Accountability Reporting System (TEARS) is a unified system that measures of how well colleges, schools, or departments of education are performing in the preparation of educators.

The annual statewide teacher education accountability report complies with Section 22-10A-19.2 NMSA 1978 (SB211 of 2007) 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 TEARS 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 TEARS report is intended to help inform the decisions made by the Legislature and Governor as they work to improve education in New Mexico. The TEARS 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 remain active in service and research in the K-20 culture.

Parameters

This report intends to:

- Align data to NCATE standards and assessment system needs that focus on student learning, quality of faculty, and unit operations.
- Utilize NCATE definitions embedded into TEARS 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 TEARS report will encompass data from the previous summer, fall, and spring.
- The 2008 TEARS Report contributes to the establishment of baseline data to be used in future analyses of trends and overall performance.

The TEARS Narrative 2008

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

The data of the 2008 TEARS report revealed the following:

- *Teacher education programs attract academically prepared candidates.* Cumulative grade point averages upon admission to programs hold a statewide institutional average of 3.3 on the traditional 4-point scale for undergraduate candidates, 3.6 for graduate candidates, and 3.4 for alternative licensure candidates. These data are corroborated with statewide first-time NMTA Basic Skills Test pass rate at 88.5%.
- *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 goal of all teacher preparation programs is that their student population closely mirrors the state's general population.* Indicator #1 Table in each of the institutional reports shows the gender and ethnicity of students enrolled in teacher education programs in the state.
- *Field and clinical experiences are designed to connect classroom practices to candidate preparation.* All teacher education programs in the state, regular or alternative licensure, engage candidates in practical classroom experiences at the beginning, middle, and end of their programs. While all field and clinical experiences meet 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 NCLB.* It is common across all programs that 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.
- *The goal of teacher preparation programs is to recruit, prepare, and graduate candidates the high need areas of mathematics, science, special education, bilingual education, TESOL, and elementary education.* Summary table 4 shows the numbers of Title II completers in mathematics, science, and technology. However, the data were not broken out for special education, elementary education, bilingual education, and TESOL Title II completers in 2007-2008. This will be done in the next reporting period.

- *Despite exhaustive attempts, the financial data that was gathered in the 2008 TEARS report indicate significant differences in the definition and interpretation of such information across institutions.* However, one conclusion is that the average cost per student credit hour institution-wide generally exceeds that of the college or department of education.

Limitations of the Data

1. In two areas, data definitions need clarification in order to ensure comparability among institutions. These areas are: 1) programs identified as alternative licensure, and 2) methodology for calculating budget and finance data.

Recommendation 1: Common data definitions need to be refined by NMAACTE deans and directors of teacher education in conjunction with institutional budget directors, institutional researchers, and NMPED during the 2009 interim.

2. NMTA scores are not always correctly attributed to the preparing institutions because student self report affiliation.

Recommendation 2: NMPED, in conjunction with NMAACTE deans and directors of teacher education, need to modify NMTA application procedures to validate students' institutional affiliation.

3. The financial aspect of the TEARS 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 educators. This is an issue beyond the scope of this report.
4. In many institutions, information technology for data gathering does not collect all the data needed to generate the TEARS report, thus requiring manual data collection and analysis.

Recommendation 4: Participating institutions develop similar data systems that address TEARS reporting needs. NMPED and NMHED should involve NMAACTE deans and directors of teacher education in ongoing work to create a fully functional P-20 longitudinal data system.

5. Currently neither the colleges of education or the NMPED can accurately report the number and percentage of candidates hired by New Mexico school districts because NMPED collects only the institution awarding the candidate's highest degree. School districts collect and report information to STARS regarding teacher preparation programs. However, these data are not verified.

Recommendation 5: NMPED needs to work with appropriate stakeholders to ensure the information in STARS regarding the institution preparing the candidate for licensure is accurate.

6. The data are incomplete because not all state institutions reported on the 2008 TEARS report.

Recommendation 6: All institutions report in 2009, as required by state law. The Legislature may wish to consider authorizing the imposition of sanctions for failure to comply.

Evaluation Plan

The intensity of the effort to define, collect, and analyze the TEARS data precluded the development of a statewide evaluation plan for teacher education programs in 2008. However, every reporting institution has provided a teacher education evaluation plan, which is responsive to the legislation. The intention of the NMAACTE, working with NMPED, is to develop a statewide evaluation plan that includes high-performance objectives.

2008 Teacher Education Accountability Report Summary Tables

**Summary Table 1. 2007-2008 Licensure Program Enrollments
Initial, Advanced, and Alternative Licensure Programs Combined**

	Early Childhood	Elem Educ	Secondary Educ.	Special Educ.	K-12	Counseling	Educ. Lead	Total
Research Universities								
NM State University	173	738	396	76	47	36	144	1,610
University of NM	104	851	340	198	102	58	30	1,683
Comprehensive Universities & Colleges								
Eastern NM University	32	130	100	11	19	78	29	399
Highlands University		67	68	51			7	193
NM Institute Mining & Technology			19					19
Northern NM College		67	4	9				80
Western NM University	3	23	23	19		34	55	157
Community Colleges								
Central NM Community College	17	44	38	39				138
San Juan College		21	13	8				42
Santa Fe Community College	1	101	96	40				238
Private Universities & Colleges								
College of Santa Fe		107*	43*	44		0*	12*	44
University of the Southwest	16	64	33	5	9	34	13	174
Wayland Baptist University		37	9				49	95
Total	346	2,143	1,139	500	177	240	327	4,872

Notes:

*Due to coding change in the system, approximately 100 graduate students have not been included because it is unclear what licensure was sought.

Source: Institutions

**Summary Table 2. Teacher Preparation Measures
GPAs and NMTA Basic Skills Test Scores**

Institution	Undergraduate Program		Graduate Program		Alternative Licensure Program	
	Average GPA at Admission	Average NMTA Basic Skills Score	Average GPA at Admission	Average NMTA Basic Skills Score	Average GPA at Admission	Average NMTA Basic Skills Score
Research Universities						
NM State University	3.33	261	3.80	276	3.42	268
University of NM	Not avail.	268	Not avail.	278	Not avail.	280
Comprehensive Universities & Colleges						
Eastern NM University	3.28	265			3.20	279
Highlands University	3.40	206	Not avail.	Not avail.		
NM Institute Mining & Technology	3.09	293			3.48	284
Northern NM College	3.30	264			3.60	275
Western NM University	3.33	264	3.56	284	3.83	278
Community Colleges						
Central NM Community College					3.24	272
San Juan College					3.22/3.43*	287/272*
Santa Fe Community College					3.28	280
Private Universities & Colleges						
College of Santa Fe	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
University of the Southwest	3.24	265	3.80	Not Avail.		
Wayland Baptist University	3.21	266	3.42	288		

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.

* Bachelors' data listed first; masters' data listed second.

Source: Institutions

Table 3. Annual Summary of Test Results: Initial and Cumulative Results by Test and Institution Where Received Highest Degree Program Year: September 2007- June 2008

NMTA Test	Annual (2007-2008)			
	Number of First-Time Takers ¹	Initial % Passed ²	Total Number of Test Takers ³	Cumulative % Passed ⁴
STATEWIDE				
01 Basic Skills	2,022	88.5	2,256	85.9
03 Teacher Comp-Elementary	1,060	87.2	1,176	88.3
04 Teacher Comp-Secondary	575	82.4	663	80.5
05 Teacher Comp-Early Childhood	132	55.3	167	62.3
32 Special Education	153	93.5	153	94.8
34 School Counselor	29	89.7	29	93.1
35 Educational Administrator	151	95.4	151	96.0
NM RESEARCH UNIVERSITIES				
06 New Mexico State University				
01 Basic Skills	315	88.3	346	87.9
03 Teacher Comp-Elementary	192	88.5	202	90.6
04 Teacher Comp-Secondary	91	75.8	102	79.4
05 Teacher Comp-Early Childhood	27	63.0	32	68.8
32 Special Education	23	95.7	23	100.0
34 School Counselor	--	--	--	--
35 Educational Administrator	13	100.0	13	100.0
27 New Mexico State University - ALP				
01 Basic Skills	6	100.0	7	100.0
03 Teacher Comp-Elementary	3	100.0	5	60.0
04 Teacher Comp-Secondary	4	100.0	6	83.3
05 Teacher Comp-Early Childhood	--	--	--	--
32 Special Education	3	100.0	3	100.0
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
07 University of New Mexico				
01 Basic Skills	410	89.0	449	90.0
03 Teacher Comp-Elementary	296	91.2	312	94.2
04 Teacher Comp-Secondary	132	88.6	138	88.4
05 Teacher Comp-Early Childhood	27	55.6	34	58.8
32 Special Education	12	83.3	12	91.7
34 School Counselor	6	100.0	6	100.0
35 Educational Administrator	24	91.7	24	91.7
32 University of New Mexico-ALP				
01 Basic Skills	26	100.0	27	96.3
03 Teacher Comp-Elementary	27	96.3	28	92.9
04 Teacher Comp-Secondary	11	100.0	13	92.3
05 Teacher Comp-Early Childhood	--	--	--	--
32 Special Education	--	--	--	--

NMTA Test	Annual (2007-2008)			
	Number of First-Time Takers ¹	Initial % Passed ²	Total Number of Test Takers ³	Cumulative % Passed ⁴
34 School Counselor	--	--	--	--
35 Educational Administrator	1	100.0	1	100.0
NM COMPREHENSIVE UNIVERSITIES & COLLEGES				
03 Eastern New Mexico University				
01 Basic Skills	125	86.4	136	83.1
03 Teacher Comp-Elementary	85	84.7	100	86.0
04 Teacher Comp-Secondary	40	65.0	44	75.0
05 Teacher Comp-Early Childhood	17	35.3	23	60.9
32 Special Education	13	100.0	13	100.0
34 School Counselor	--	--	--	--
35 Educational Administrator	11	90.9	11	90.9
26 Eastern New Mexico University - ALP				
01 Basic Skills	23	82.6	23	87.0
03 Teacher Comp-Elementary	11	90.9	11	100.0
04 Teacher Comp-Secondary	12	75.0	14	78.6
05 Teacher Comp-Early Childhood	--	--	--	--
32 Special Education	3	100.0	3	100.0
34 School Counselor	--	--	--	--
35 Educational Administrator	1	100.0	1	100.0
04 New Mexico Highlands University				
01 Basic Skills	123	78.9	154	72.1
03 Teacher Comp-Elementary	81	85.2	93	88.2
04 Teacher Comp-Secondary	33	75.8	44	65.9
05 Teacher Comp-Early Childhood	15	46.7	21	57.1
32 Special Education	34	91.2	34	91.2
34 School Counselor	3	100.0	3	100.0
35 Educational Administrator	30	100.0	30	100.0
05 New Mexico Inst. of Mining & Technology				
01 Basic Skills	6	83.3	6	83.3
03 Teacher Comp-Elementary	--	--	--	--
04 Teacher Comp-Secondary	5	80.0	6	83.3
05 Teacher Comp-Early Childhood	--	--	--	--
32 Special Education	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	1	100.0	1	100.0
28 Northern New Mexico College				
01 Basic Skills	26	96.2	27	96.3
03 Teacher Comp-Elementary	19	94.7	20	95.0
04 Teacher Comp-Secondary	7	71.4	9	77.8
05 Teacher Comp-Early Childhood	--	--	--	--
32 Special Education	2	100.0	2	100.0
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--

NMTA Test	Annual (2007-2008)			
	Number of First-Time Takers ¹	Initial % Passed ²	Total Number of Test Takers ³	Cumulative % Passed ⁴
08 Western New Mexico University				
01 Basic Skills	57	82.5	67	79.1
03 Teacher Comp-Elementary	24	95.8	26	96.2
04 Teacher Comp-Secondary	22	90.9	23	87.0
05 Teacher Comp-Early Childhood	6	50.0	6	50.0
32 Special Education	9	100.0	9	100.0
34 School Counselor	2	50.0	2	100.0
35 Educational Administrator	7	100.0	7	100.0
33 Western New Mexico University -ALP				
01 Basic Skills	12	91.7	13	84.6
03 Teacher Comp-Elementary	5	80.0	5	80.0
04 Teacher Comp-Secondary	6	100.0	7	100.0
05 Teacher Comp-Early Childhood	--	--	--	--
32 Special Education	2	100.0	2	100.0
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
NM COMMUNITY COLLEGES				
34 Central New Mexico Community College				
01 Basic Skills	100	98.0	104	95.2
03 Teacher Comp-Elementary	12	100.0	12	100.0
04 Teacher Comp-Secondary	14	92.9	14	92.9
05 Teacher Comp-Early Childhood	2	100.0	2	100.0
32 Special Education	2	100.0	2	100.0
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
37 Clovis Community College				
01 Basic Skills	9	88.9	10	90.0
03 Teacher Comp-Elementary	5	80.0	5	100.0
04 Teacher Comp-Secondary	3	66.7	5	60.0
05 Teacher Comp-Early Childhood	--	--	--	--
32 Special Education	3	100.0	3	100.0
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
31 San Juan College				
01 Basic Skills	29	96.6	29	100.0
03 Teacher Comp-Elementary	11	90.9	11	90.9
04 Teacher Comp-Secondary	10	70.0	11	72.7
05 Teacher Comp-Early Childhood	--	--	--	--
32 Special Education	2	100.0	2	100.0
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
29 Santa Fe Community College				
01 Basic Skills	94	96.8	98	94.9

NMTA Test	Annual (2007-2008)			
	Number of First-Time Takers ¹	Initial % Passed ²	Total Number of Test Takers ³	Cumulative % Passed ⁴
03 Teacher Comp-Elementary	35	88.6	36	86.1
04 Teacher Comp-Secondary	31	93.5	35	91.4
05 Teacher Comp-Early Childhood	2	50.0	2	50.0
32 Special Education	11	100.0	11	100.0
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
NM PRIVATE UNIVERSITIES & COLLEGES				
01 College of Santa Fe				
01 Basic Skills	51	96.1	59	93.2
03 Teacher Comp-Elementary	53	90.6	58	89.7
04 Teacher Comp-Secondary	19	84.2	22	86.4
05 Teacher Comp-Early Childhood	1	100.0	1	100.0
32 Special Education	2	100.0	2	100.0
34 School Counselor	--	--	--	--
35 Educational Administrator	7	100.0	7	100.0
25 College of Santa Fe - ALP				
01 Basic Skills	6	66.7	6	83.3
03 Teacher Comp-Elementary	4	100.0	6	100.0
04 Teacher Comp-Secondary	5	60.0	5	60.0
05 Teacher Comp-Early Childhood	--	--	--	--
32 Special Education	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
09 University of Phoenix				
01 Basic Skills	78	76.9	91	74.7
03 Teacher Comp-Elementary	42	59.5	52	65.4
04 Teacher Comp-Secondary	18	66.7	22	68.2
05 Teacher Comp-Early Childhood	1	0.0	1	0.0
32 Special Education	1	100.0	1	100.0
34 School Counselor	--	--	--	--
35 Educational Administrator	4	100.0	4	100.0
02 University of the Southwest				
01 Basic Skills	26	84.6	31	80.6
03 Teacher Comp-Elementary	17	70.6	24	75.0
04 Teacher Comp-Secondary	4	50.0	11	45.5
05 Teacher Comp-Early Childhood	6	66.7	6	66.7
32 Special Education	3	100.0	3	100.0
34 School Counselor	--	--	--	--
35 Educational Administrator	5	100.0	5	100.0
10 Wayland Baptist University				
01 Basic Skills	18	100.0	19	100.0
03 Teacher Comp-Elementary	15	80.0	15	80.0
04 Teacher Comp-Secondary	3	100.0	6	83.3

NMTA Test	Annual (2007-2008)			
	Number of First-Time Takers ¹	Initial % Passed ²	Total Number of Test Takers ³	Cumulative % Passed ⁴
05 Teacher Comp-Early Childhood	--	--	--	--
32 Special Education	1	0.0	1	0.0
34 School Counselor	--	--	--	--
35 Educational Administrator	7	100.0	7	100.0
OTHER				
Western Governors University				
01 Basic Skills	9	100.0	9	100.0
03 Teacher Comp-Elementary	3	100.0	3	100.0
04 Teacher Comp-Secondary	3	100.0	3	100.0
05 Teacher Comp-Early Childhood	--	--	--	--
32 Special Education	--	--	--	--
34 School Counselor	1	100.0	1	100.0
35 Educational Administrator	--	--	--	--
New Mexico Alt. Licensure District Route				
01 Basic Skills	7	100.0	8	100.0
03 Teacher Comp-Elementary	2	100.0	3	100.0
04 Teacher Comp-Secondary	0	--	1	0.0
05 Teacher Comp-Early Childhood	--	--	--	--
32 Special Education	1	100.0	1	100.0
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
New Mexico Alt. Licensure Portfolio Route				
01 Basic Skills	37	91.9	40	87.5
03 Teacher Comp-Elementary	11	100.0	13	100.0
04 Teacher Comp-Secondary	15	86.7	16	81.3
05 Teacher Comp-Early Childhood	--	--	--	--
32 Special Education	6	100.0	6	100.0
34 School Counselor	--	--	--	--
35 Educational Administrator	1	0.0	1	0.0
Other/Not Currently Attending				
01 Basic Skills	429	87.4	497	81.5
03 Teacher Comp-Elementary	107	79.4	136	77.9
04 Teacher Comp-Secondary	87	86.2	106	78.3
05 Teacher Comp-Early Childhood	28	60.7	39	64.1
32 Special Education	20	85.0	20	85.0
34 School Counselor	17	88.2	17	88.2
35 Educational Administrator	39	92.3	39	94.9

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 4. Title II Licensure Programs Completers: Math, Science, and Technology
2006-2007 Academic Year**

Institution	Math	Science	Technology
Research Universities			
NM State University	4	9	25
University of NM	31	43	
Comprehensive Colleges and Universities			
Eastern NM University	8	2	
Highlands University	2		
NM Institute Mining & Technology	2	1	1
Northern NM College	NA	NA	NA
Western NM University	5	1	
Community Colleges			
Central NM Community College			
San Juan College	2	2	
Santa Fe Community College	2	3	1
Private Colleges and Universities			
College of Santa Fe	2	3	
University of the Southwest			
Wayland Baptist University			
Total	58	64	27

Source: Institutions

**Summary Table 5. Degrees Granted
2006-2007 Academic Year**

	ECE or ECME		Elementary Educ.		Secondary Educ.		Special Educ.		K-12		Couns	Educ. Leadership
	Bac	MA	Bac	MA	Bac	MA	Bac	MA	Bac	MA	MA	MA
Research Universities												
NMSU	19	2	152	9	38	16	13	6	31	14	25	21
UNM	25		190	49	45	21	22	47	18	12	16	13
Comprehensive Colleges and Universities												
ENMU	10		55		42		6		9		5	8
NMHU	21	Not Avail	66	Not Avail	13	Not Avail	27	Not Avail	90	Not Avail	151	111
NM Tech												
NNMC			3									
WNMU	1		20	20	4	19	5	11	2		23	12
Community Colleges												
CNM												
San Juan College												
SFCC												
Private Colleges and Universities												
College of SFe			20	19	1	23		14				5
Univ. of the SW	1		23		4		3		1		5	1
Wayland Baptist Univ.			15	12		1						
Total	77	2	544	109	147	80	76	78	151	26	225	171

**Summary Table 6. 2007-2008 Licensure Program
Revenue, Expenditures, Instructional Compensation,
and Operational Cost per Credit Hour**

Institution	Licensure Program Revenue (Budget)	Licensure Program Expenditures (including fringe benefits)	Full-Time Instructional Compensation *		Operational Cost per Credit Hour
			Minimum	Maximum	
Research Universities					
NM State University	\$5,439,197	\$5,451,097	\$69,430	\$108,730	\$185
University of NM	\$10,208,075	\$10,060,702	\$55,860	\$129,329	\$215
Comprehensive Universities and Colleges					
Eastern NM University	\$4,294,706	\$1,892,092	\$52,252	\$97,125	\$170
Highlands University	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.
NM Institute Mining & Technology	\$53,185	\$53,185	\$37,604	\$37,604	\$474
Northern NM College	Not Avail.	\$136,586	\$44,715	\$54,298	\$110
Western NM University	\$1,012,952	\$848,425	\$53,097	\$60,459	\$215
Community Colleges					
Central NM Community College	\$91,046	\$113,240	\$57,273	\$60,433	\$84
San Juan College	\$210,824	\$125,686	\$32,400	\$38,880	\$178
Santa Fe Community College	\$392,019	\$392,019	\$40,707	\$53,155	\$159
Private Universities and Colleges					
College of Santa Fe	\$417,490	\$417,490	Not Avail.	Not Avail.	\$73
University of the Southwest	Not Avail.	Not Avail.	\$37,058	\$62,361	Not Avail.
Wayland Baptist University	Not Avail.	Not Avail.	Not Avail.	Not Avail.	Not Avail.

* Compensation includes both salaries and benefits. Benefits are approximately 30% of salaries and cover health insurance, employer contribution to social security taxes, retirement, etc.

**Summary Table 7. The Number And Percentage
Of New Mexico Teacher Preparation Program Completers
Hired By New Mexico School Districts**

Institution	Number of Title II Or Program Completers 2006-2007 Academic Year (Standard & Alternative Teachers License)	Number of New Teachers (Level 1) Hired By New Mexico School Districts 2007-2008	Percentage of Title 11 Or Program Completers Hired By New Mexico School Districts
Research Universities			
NM State University	297	183	61.6%
University of NM	430	290	67.4%
Comprehensive Universities and Colleges			
Eastern NM University	123	74	60.2%
Highlands University	124	78	62.9%
NM Institute Mining & Technology	5	5	100.0%
Northern NM College	30	1	3.3%
Western NM University	107	30	28.0%
Community Colleges			
Central NM Community College	New Program		
San Juan College	31	2	6.5%
Santa Fe Community College	93	None Reported	
Private Universities and Colleges			
College of Santa Fe	50	15	30.0%
University of the Southwest	176	19	10.8%
Wayland Baptist University	25	None Reported	

Notes: These data show the numbers of students who have completed either standard or alternative licensure programs at New Mexico colleges and universities in 2006-2007 and the numbers of new teachers hired by New Mexico public schools in 2007-2008. STARS currently asks districts for the name of the college or university from which new teachers received their highest degree rather than the name of the college or university where students completed their teacher training program. This may be why no data are reported for Santa Fe Community College and Wayland Baptist University.

Source: Institutions and PED STARS