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BILL RICHARDSON
Governor

December 15, 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

2008 New Mexico
Teacher Education Accountability Reporting System
Report

Table of Contents

Report Introduction ..... *2008 TEARS Report Introduction*

Institutional Reports

RESEARCH UNIVERSITIES

New Mexico State University ..... *2008-NMSU TEARS Report*
University of New Mexico..... *2008-UNM TEARS Report*

COMPREHENSIVE COLLEGES AND UNIVERSITIES

Eastern New Mexico University ..... *2008-ENMU TEARS Report*
Highlands University ..... *2008-NMHU TEARS Report*
New Mexico Institute Mining & Technology .. *2008-NMT TEARS Report*
Northern New Mexico College ..... *2008-NNMC TEARS Report*
Western New Mexico University ..... *2008-WNMU TEARS Report*

COMMUNITY COLLEGES

Central New Mexico Community College ..... *2008-CNM TEARS Report*
San Juan College ..... *2008-San Juan College TEARS Report*
Santa Fe Community College ..... 2008-SFCC TEARS Report

PRIVATE COLLEGES AND UNIVERSITIES

College of Santa Fe ..... *2008-College of Santa Fe TEARS Report*
University of the Southwest ..... *2008-USW TEARS Report*
Wayland Baptist University ..... *2008-Wayland TEARS Report*

Summary Tables ..... *2008 TEARS Summary Tables*

This report is in compliance with Section 22-10A-19.2 NMSA 1978 (SB211 of 2007).

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.

New Mexico
Teacher Education Accountability Report
November 2008
New Mexico State University

Institution and College Profile

Overview:

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

NMSU is a minority institution and is unique among the nation's higher education institutions as the only land-grant institution classified by the Carnegie Foundation as a doctoral university with high research activity. NMSU is also unique in being ranked in the top 100 universities and colleges on research and development by the National Science Foundation (2006), while being classified as Hispanic-Serving.

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

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

2008 New Mexico
Teacher Education Accountability Report
Teacher Preparation Indicators/Outcome Measures

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

Indicator 1 Table. Demographic Data
2007-2008 Academic Year
(Summer 2007, Fall 2007, and Spring 2008)

NMPED Approved Programs	N of Undup. Enrollments	Male	Female	N of Undup. Enrollments	White, non-Hisp.	Hispanic	Native American	African American	Asian/ Pacific Islander	Not Reported
Early Childhood Education	173	5	168	162	46	94	17	2	2	1
Elementary Education	738	101	637	681	235	399	20	9	11	7
Secondary Education	396	190	206	364	128	207	11	10	7	1
Special Education	76	15	61	70	27	40	1	2	0	0
K-12 (e.g., Music Ed, Physical Ed)	47	24	23	47	12	23	0	1	0	11
Counseling Education	36	7	29	32	14	16	0	1	1	0
Educational Leadership	144	51	93	116	38	52	16	2	2	6
Total	1,610	393	1,217	1,471	500	831	64	27	23	26
Percent	100%	24.4%	75.6%	100%	34.0%	56.5%	4.4%	1.8%	1.6%	1.8%

Source: NMSU

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

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

Indicator 2 Table. Standard for Entry/Exit
2007-2008 Academic Year

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE UG Initial: ELEM UG Initial: SEC ED UG Initial: SPED UG Initial: K-12 (e.g., Music Ed, Physical Ed)	• 2.5 minimum GPA • Completion of 55 credit hours • C or better in ENGL 111, 211/311 and Math 111/112, 115/120 • C or better in EMD 101, 250; EDLT 368; CEP 210; EDUC 315; SPED 350 • 240+ on the NMTA Basic Skills Exam • 240+ on the NMTS Content Exam • Admission to TEP • TEP Portfolio Component score of 70 or better	• Cumulative 2.5 minimum GPA • Fulfillment of all NMSU undergraduate general education requirements • C or better in all Education prerequisite courses • C or better in all Education courses • Successful completion of 132 undergraduate credits; minimum of 55 credits in courses numbered 300 or above • 240+ on the NMTA Content Exam • Successful completion of student teaching
G Initial and Post -Baccalaureate: ECE	• 3.0 minimum GPA • B or better in EDUC 515, 518, 530 and SPED 500 • C or better in Math 111 or College Level Math • 240+ on the NMTA Basic Skills Exam • 240+ on the NMTA Content Exam • Admission to TEP • TEP Portfolio Component score of 70 or better • Admitted to the Graduate School at NMSU	• Cumulative 3.0 minimum GPA • B or better in all Education courses • Successful completion of 32 graduate credits • Successful completion of Student Teaching • Successful completion of Comprehensive Exam
G Initial and Post -Baccalaureate: ELEM	• 3.0 minimum GPA • B or better in EDUC 515, 518, 530 and SPED 500 • C or better in Math 111 or College Level Math • 240+ on the NMTA Basic Skills Exam • 240+ on the NMTA	• Cumulative 3.0 minimum GPA • B or better in all Education courses • Successful completion of 32 graduate credits • Successful completion of Student Teaching • Successful completion of

	Content Exam • Admission to TEP • TEP Portfolio Component score of 70 or better • Admitted to the Graduate School at NMSU	Comprehensive Exam
G Initial and Post -Baccalaureate: SEC ED	• 3.0 minimum GPA • B or better in EDUC 515, 518, 530 and SPED 500 • C or better in Math 111 or College Level Math • 240+ on the NMTA Basic Skills Exam • 240+ on the NMTA Content Exam • Admission to TEP • TEP Portfolio Component score of 70 or better • Admitted to the Graduate School at NMSU	• Cumulative 3.0 minimum GPA • B or better in all Education courses • Successful completion of 32 graduate credits • Successful completion of Student Teaching • Successful completion of Comprehensive Exam
G Initial and Post -Baccalaureate: SPED who lack teaching license *who have teaching license	• Admission to TEP • TEP Portfolio Component score of 70 or better • Admitted to the Graduate School at NMSU • B or better in SPED 500 or SPED 350 and SPED 523 or SPED 360 • 3.0 minimum GPA • 240+ on the NMTA Basic Skills Exam • 240+ on the NMTA Content Exam * Must have a current NM teaching license	• Cumulative 3.0 minimum GPA • B or better in all program courses • Successful completion of 34 graduate credits • Successful completion of Student Teaching • Successful completion of Comprehensive Exam
G Initial: K-12 (e.g., Music Ed)	• Admission to TEP • TEP Portfolio Component score of 70 or better • Admitted to the Graduate School at NMSU • 3.0 minimum GPA • 240+ on the NMTA Basic Skills Exam • 240+ on the NMTA Content Exam	• Successful completion of Comprehensive Exam (oral) • Completion of 32 credit program
Alternative: ELEM	• Successful completion	• Successful completion of

	of a Baccalaureate degree or higher • Admitted to the Graduate School at NMSU • Under contract with a school district structured with an approved mentoring program	supervision by NMSU faculty in their own classroom over two semesters • B or better in EDUC 515,557,558,575; RDG 560, 561; SPED 500
Alternative: SEC ED	• Successful completion of a Baccalaureate degree or higher • Admitted to the Graduate School at NMSU • Under contract with a school district structured with an approved mentoring program	• Successful completion of supervision by NMSU faculty in their own classroom over two semesters • B or better in EDUC 515, 518, 576, 56_ (Methods class); RDG 514; SPED 500
Alternative: SPED	• Successful completion of a Baccalaureate degree with 30 credit hours in a content field • Admitted to the Graduate School at NMSU • Under contract with a school district structured with an approved mentoring program • Admitted to the Department of Special Education	• B or better in SPED 500, 506, 507, 504, 509, 511, 559 • Successful completion of supervision by approved mentoring program in their own classroom over two years
Advanced: Counseling	• 3.0 Minimum GPA • GRE Scores • Official College Transcripts • Letter of Intent/Professional Statement • 3 Letters of Reference	• Counseling Practicum of 450 hours and Internship of 600 hours • Complete pre-requisite course work
Advanced: Education Leadership	• 3.0 Minimum GPA • Teaching license, and three years of full-time teaching experience • Application to department including letter, resume, writing sample, and three letters of recommendation	• Two semesters of internship; 120 hours of field work per semester • Comprehensive Exam • Completion of 33 program hour credits

Source: NMSU

Key:

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

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

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

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

Indicator 3 Table. Number of Hours for Field Placement and Student Teaching
2007-2008 Academic Year

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours [2]
UG Initial: ECE	144	525	84
UG Initial: ELEM *3 PDS Experiences	165 *550	525	48
UG Initial: SEC ED	122	525	48
UG Initial: SPED	135	525	48
UG Initial: K-12 (e.g., Music Ed, Physical Ed)	122	525	48
G Initial and Post – Baccalaureate: ECE	144	525	84
G Initial and Post – Baccalaureate: ELEM	165	525	48
G Initial and Post – Baccalaureate: SEC ED	122	525	48
G Initial and Post – Baccalaureate: SPED	135	525	48
G Initial and Post – Baccalaureate: K-12 (e.g. Music Ed)	122	525	48
Alternative: ELEM	NA[1]	2100	0
Alternative: SEC ED	NA[1]	2100	0
Alternative: SPED	NA[1]	2100	0
Advanced: Counseling	450	0	600
Advanced: Education Leadership	0	150	120

Source: NMSU

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

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

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

Indicator 4a Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Standard Licensure Programs at Admission 2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	60 hours	3.33	20.3	20.4	261.05
Graduate	60 hours	3.8	N/A	N/A	276.37

Source: NMSU
Avg. GPA Source: Institutional Research and Planning, and Outcomes Assessment (IRPOA)

Notes:
* Act/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.

Indicator 4b Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission 2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	N/A	N/A	N/A	N/A	N/A
Graduate	Departmental	3.42	18.85	N/A	267.5

Source: NMSU

Notes:
* ACT/SAT Equivalent scores not available for graduate students, only 50% of alternative licensure students reported having an ACT score.
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.
[3] Alternative licensure candidates record the cumulative GPA of the highest degree earned.

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

Indicator 5 Table. Number and Percentage of Candidates Admitted and Enrolled 2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008) And Number of Title II (Licensure) Program Completers 2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

Licensure Type	Number of Candidates Admitted and Enrolled 2007-2008 Academic Year	Number of Title II or Program Completers 2006-2007 Academic Year	Proportion (Percent) of Program Completers to Candidates Admitted and Enrolled *** not comparing groups from same cohort**
Standard Licensure Including Post-Baccalaureate	254	259	N/A for this year
Alternative Licensure	54	38	N/A for this year
Advanced Licensure: Counseling	63	38	N/A for this year
Advanced Licensure: Ed Leadership	12	12	N/A for this year

Source: NMSU

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

Indicator 6 Table. Number and Types of Degrees
2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE	19	--	-
UG Initial: ELEM	152	-	-
UG Initial: SEC ED	38	-	-
UG Initial: SPED	13	-	-
UG Initial: K-12 (e.g., Music Ed, Physical Ed)	31	-	-
G Initial: ECE	-	2	-
G Initial: ELEM	-	9	-
G Initial: SEC ED	-	16	-
G Initial: SPED	-	6	-
G Initial: K-12 (e.g., Music Ed)	-	14	-
Alternative: ELEM	-	NA[1]	-
Alternative: SEC ED	-	NA[1]	-
Alternative: SPED	-	NA[1]	-
Post -Baccalaureate	-	NA[1]	-
Advanced: Counseling	-	25	20
Advanced: Education Leadership	-	21	23
Doctorates Leading to Professional Development and Continuing Education (ECE or ECME, ELEM, SED, & SPED)	-	-	19

Source: NMSU

Note:
[1]Alternative licensure and post-bacc programs do not grant degrees

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

Indicator 7 Table. Placement Practices
2007-2008 Academic Year

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Counseling/ Education Leadership Internships
UG Initial: ECE or ECME	• Enrollment in one or more of the following classes: • ECED 257 (Child Care Field Experience I 1-4cr.) • ECED 258 (Child Care Field Experience II 1-4cr.) • ECED 259 (Child Care Field Experience III 1-4cr.) • ECED 260 (Child Care Field Experience IV 1-4cr.) • ECED 327 (Infant Toddler Field Placement 1cr.) • ECED 328 (Preschool Field Placement 1cr.) • ECED 329 (Early Primary Field Placement 1cr.) • ECED 458 (Field Experience Infants Pre-K 1cr.) • ECED 459 (Field Experience K-3 1cr.)	• Enrollment in one- or more of the following classes: • ECED 220 (Early Childhood Education Practicum I 2cr.) • ECED 230 (Early Childhood Education Practicum II 2cr.) • ECED 435 (Methods and Materials for the Early Primary Grades Practicum 2cr.) • ECED 480 (Practicum in Early Childhood Education 1-6cr.) • Consent of instructor or two letters of recommendation from pedagogy faculty	• Must be admitted to the TEP • Cumulative 2.5 GPA minimum • Must be classified as senior (94 credits or more) • application due one year before • Pass NMTA • Enrollment in ECED 470 (Student Teaching/Seminar 6cr.)	• N/A
UG Initial: ELEM	• Enrollment in one/ore more of the following classes: • EDUC 181 (Field Experience I 1cr.) • EDUC 475 (Contemporary	• Enrollment in one/or more of the following classes: • EDUC 465 (Special topics in Bilingual Education/ESL 1-6cr.) • EDUC 472	• Must be admitted to the TEP • Cumulative 2.5 GPA minimum • Must be classified as a senior	• N/A

	Issues in Education 3cr.)	(Practicum in Bilingual Education 1-6cr.) • EDUC 490 (TESOL Practicum 3cr.) • EDUC 381 (Field Experience III 2cr.)	• application due one year before • Pass NMTA and content Exam • Enrollment in EDUC 470 (Elementary Student Teaching 9cr.)	
UG Initial: SEC ED	• Enrollment in one/or more of the following classes: • EDUC 181 (Field Experience I 1cr.) • EDUC 381 (Field Experience III 2cr.)	• Enrollment in one/or more of the following classes: • EDUC 460 (Teaching Language Arts at the Middle and HS Level 3cr.) • EDUC 461 (Teaching Social Studies... 3cr.) • EDUC 462 (Teaching Mathematics... 3cr.) • EDUC 463 (Teaching Science... 3cr.) • EDUC 464 (Teaching Foreign Language... 3cr.) • EDUC 467 (Teaching Business Education... 3cr.) • EDUC 475 (Contemporary Issues in Education 3cr.) • RDG 414 • See above ELEM column for additional classes.	• Must complete at least 75% of teaching field courses • Must be admitted to the TEP • Cumulative 2.5 GPA minimum • Must be classified as a senior • application due one year before • Pass NMTA and content Exam • Enrollment in EDUC 471 (Secondary Student Teaching 9cr.)	• N/A
UG Initial: SPED *often times SPED students are dual majors in Elementary Education so those requirements would apply to them also*	• Enrollment in one/or more of the following classes: • SPED 281 (Early Childhood/Special Education Practicum)	• Enrollment in one/or more of the following classes: • SPED 481 (Practicum in Special Education 2-6cr.) • Consent of instructor • EDUC 381 (Field Experience III 2cr.)	• Must be admitted to the TEP • Cumulative 2.5 GPA minimum • Must be classified as a senior • application due one year before • Pass NMTA and Content Exam • Enrollment in SPED 482	• N/A

			(Student Teaching SPED 1-12cr.) or SPED 483 (Early Childhood SPED Student Teaching 6cr.)	
UG Initial: K-12 (e.g., Music Ed, Physical Ed)	• Enrollment in one/ore more of the following classes: • MUS 250 (Introduction to Music Education 1cr.) • PE P 315 (Elementary School Physical Education 3cr.) • PE P 466 (Methods of Teaching Secondary Physical Education 3cr.)	• Must be admitted to the TEP • Enrollment in one/or more of the following classes: • MUS 346 (Elementary Music Methods 2cr.) • MUS 349 (Secondary Music Methods 2cr.) • PE P 213 (Practicum I 2cr.) • PE P 313 (Practicum I 2cr.)	• Pass the piano proficiency exam • Must be admitted to the TEP • Cumulative 2.5 GPA minimum • Must be classified as a senior • application due one year before • Pass NMTA and Content Exam	• N/A
G Initial and Post-Baccalaureate: ECE	• graduate equivalent of above listed undergraduate classes for ECE	• graduate equivalent of above listed undergraduate classes for ECE	• Pass NMTA • Must be Admitted to TEP • Complete all teaching field courses • application due one year before	• N/A
G Initial and Post-Baccalaureate: ELEM	• graduate equivalent of above listed undergraduate classes for ELEM	• graduate equivalent of above listed undergraduate classes for ELEM	• Pass NMTA and Content Exam • Must be Admitted to TEP • Complete all teaching field courses • application due one year before	• N/A
G Initial and Post-Baccalaureate: SEC ED	• graduate equivalent of above listed undergraduate classes for SEC ED	• graduate equivalent of above listed undergraduate classes for SEC ED	• Pass NMTA and Content Exam • Must be Admitted to TEP • Complete all teaching field courses • application due	• N/A

			one year before	
G Initial and Post-Baccalaureate: SPED	• graduate equivalent of above listed undergraduate classes for SPED	• graduate equivalent of above listed undergraduate classes for SPED	• Pass NMTA and Content Exam • Must be Admitted to TEP • Complete all teaching field courses • application due one year before	• N/A
G Initial: K-12 (e.g., Music Ed)	• Enrollment in one/or more of the following courses: • MUS 250 (Introduction to Music Education 1cr.)	• N/A	• Must be admitted to the TEP • Cumulative 3.0 GPA minimum	• N/A
Alternative: ELEM	• N/A	• N/A	• Must be admitted to the TEP • Cumulative 3.0 GPA minimum • Enrollment in one/or more of the following classes: • EDUC 557 (Science and Math Methods: Internship 3cr.) • EDUC 558 (Social Studies/Language arts Methods Internship 3cr.) • Two semesters of supervision from NMSU faculty in candidates own classroom	• N/A
Alternative: SEC ED	• N/A	• N/A	• Must be admitted to the TEP • Cumulative 3.0 GPA minimum • Two semesters of supervision from NMSU faculty in candidates own classroom	• N/A

Alternative: SPED	• N/A	• N/A	• Must be admitted to the TEP • Cumulative 3.0 GPA minimum • Two years of supervision in the candidates approved mentoring program	• N/A
Advanced: Counseling	• Must be admitted to the program	• Successful completion of the required course work and pre-practicum training.	• N/A	• Successful completion of Counseling Practicum and prerequisite course work • Admitted to graduate program at NMSU
Advanced: Education Leadership	• N/A	• N/A	• N/A	• Be enrolled in a graduate program at NMSU • Complete and submit Internship application to the department along with unofficial transcripts • 3 years of classroom teaching experience • Complete a minimum of 18 EMD credit hours • Obtain approval from advisor to register for EMD 564

Source: NMSU

Teacher Education Accountability Reporting System (TEARS)
Evaluation Measures/Indicators
New Mexico State University
College of Education

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

The College of Education at NMSU provides the following strategies and measurements in response to state-mandated objectives.

Objective #1: The central purpose of a seamless PK-20 education system is increasing student achievement.

NMSU pursues a range of initiatives that support a seamless PK-20 education system in the interest of increasing student achievement. For instance, the **Alliance for the Advancement of Teaching and Learning** provides an umbrella for 11 programs intended to improve the education of children, families and teachers in southern New Mexico. These programs involve the collaborative efforts of 17 school districts, 15 state and private agencies, and 11 NMSU affiliates. Individual programs incorporate appropriate measurements of their impact on student achievement.

http://education.nmsu.edu/projects/alliance/

The College also pursues the following initiatives; some are internal to NMSU, others involve outreach:

Strategy –A partnership between NMSU and the Gadsden Independent School District (GISD), the **Gadsden Mathematics Initiative**, provides high quality professional development to principals and teachers in K-8 classrooms. Through this program schools implement a rigorous mathematics curriculum, teachers receive classroom-based support by one of twenty district math coaches, and new teachers participate in a mandatory mathematics induction program.
Measurement – A longitudinal study measures GISD students' achievement scores on competencies as compared to statewide achievement scores.

http://stem.nmsu.edu/executivesummary.jsp?pid=73

Strategy – The **Alliance Assessment and Literacy Cadre** offers training services to assist in the alignment of the Educational Plan for Student Success (EPSS), Instruction, and Student Outcomes to inform effective instruction.
Measurement – A quantified annual report measures the effectiveness of this program.

http://education.nmsu.edu/projects/outreachdb/

Objective #1 (con't)

Strategy –All candidates in the College's Teacher Education Program (TEP) are required to complete an **Evidence of Student Learning** (EOSL) project and related PowerPoint summary to be included in their portfolios. Candidates write descriptions of their classrooms, collect pre- and post- assessment data on a particular assignment, and analyze the results.
Measurement – The **Evidence of Student Learning** project is graded using a rubric established by the Department of Curriculum and Instruction.

Strategy – The **Roadrunner Program** is one of several state-funded PK programs that targets 4-year olds, designed to use play-based, early learning experiences to support physical, intellectual, social, and emotional development in children. The Roadrunner Program serves 26 children per session and is housed on the NMSU campus at Myrna's Children's Village.
Measurement –Within the first 8 weeks of the program initial assessment of the 23 NM Pre-K Early Learning Outcomes are scored using a 3-point rubric. This assessment is repeated at the end of the school year to measure any changes. In Fall 2007 and Spring 2008, student achievement increased from 2.45 on the first assessment to 2.79 on the year-end assessment.

http://www.nmsu.edu/~ucomm/Releases/2008/october/roadrunner_prek.htm

Strategy – The **Southern New Mexico Science, Engineering, Mathematics, and Aerospace Academy (SNM SEMAA)** is a collaboration of NASA, NMSU's Colleges of Education and Engineering, the Gadsden Independent School District, Las Cruces Public Schools, parents, and volunteers. The program provides a combination of school based curriculum enhancements, university organized enrichment activities, and parent outreach.
Measurement – New Mexico Standards Based Assessment (**NMSBA**) scores for SEMAA participants are compared to NMSBA scores of those students who did not participate in SEMAA.

http://semaa.nmsu.edu/

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

Strategy – The College has developed three **Professional Development School** (PDS) programs that provide extensive, site-based training at four different schools. The College plans to expand its PDS offerings.
Measurement – Research indicates that teachers who participate in PDS programs are retained at higher rates than those who do not.

Strategy – Through its **Distance Education** program, the College provides extensive career development opportunities for educators throughout the state.
Measurement – The number of educators statewide who participate in the College's **Distance Education** career development opportunities are tracked.

Strategy – The Special Education Department (SPED) has implemented a state-funded program intended to increase retention of teachers who work with autistic children, especially those in rural areas, by providing hands-on training. A proposal to expand this program throughout southwestern NM is being considered.
Measurement – Research indicates that targeted professional development in high need areas results in increased retention of teachers.

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

Strategy – NMTA scores are used to identify sub-areas in which candidates are weak. Based on these findings, workshops, course work, and supplementary instruction are offered to candidates who do not pass the NMTA for initial licensure on the first attempt.
Measurement – NMTA scores of candidates who participate in workshops, course work and supplemental instruction first-attempt and subsequent scores are tracked and compared.

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

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

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

Strategy – Increase the number of Distance Education courses that provide professional development for teachers in all secondary fields, especially in math and science.
Measurement –Enrollment in these courses is tracked.

Strategy – Continue to offer alternative licensure programs in Special, Elementary and Secondary Education. Develop an alternative licensure program in Early Childhood Education.
Measurement – Enrollment and number of program completers in these programs are tracked.

Strategy – Continue to offer 2+2 programs at the Alamogordo, Grants, and Carlsbad campuses and increase recruitment efforts.
Measurement – Enrollment in these programs is tracked.

Strategy – Develop collaboration between the Colleges of Education and Arts and Sciences to increase the number of cross-college faculty appointments, especially in math and science.
Measurement – The number of cross-college appointments in Education and Arts and Sciences is tracked.

Strategy – Increase the number of participants in the College's Technology Education program (the only state-approved technology program in New Mexico).
Measurement – The number of enrollees and program completers in this program are tracked.

Strategy – Increase enrollment in College programs, especially in the areas of math and science, by hiring a recruiter to work in collaboration with University admissions.
Measurement – College enrollment, with an emphasis on math and science, is tracked.

Strategy – Collaborate with the College of Arts and Sciences to maintain distance delivery programs in high need areas, such as math and science.
Measurement –Evidence of cross-college collaboration (e.g. through evidence of new initiatives) is tracked. Enrollment in and geographical distribution of these programs are tracked.

Objective 6 Table: Title II Licensure Program Completers: Math, Science, and Technology 2006-2007 Academic Year (Summer 2006, Fall 2006, & Spring 2007)

	2006-2007 Baseline	2007-2008	2008-2009	2009-2010	2010-2011
Math	4				
Science	9				
Technology	25				

Source: NMSU

2008 New Mexico
Teacher Education Accountability Report
Financial Measures

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 211 in regard to institutions that provide teacher education preparation. (SB211-Sec. E)

Financial Measures 1a Table. Instructional Support Formula Revenue Compared to Budget for 2007-2008 Academic Year

	Instructional Support Formula Revenue [1]	Adjusted Instructional Support Formula Revenue [2]	Revised I&G Budget	Budget +/- Adjusted Formula	I&G Budget as Percent of Adjusted Formula Revenue
Total Institution	130,241,463	108,595,330	163,277,534	54,682,204	150.4
Total College	17,954,794	14,970,708	11,462,581	3,508,127	76.6
Initial Licensure Programs	9,735,162	8,117,178	5,439,197	2,677,981	67.0
Extended University Initial Licensure Programs	-	-	-	-	-

Source: NMSU

[1] Instruction/instructional support formula revenues are based upon base funding year, while budgets are for the current reporting year (2007-2008). Initial licensure formula revenue and budget are estimated. They are based upon the proportion of licensure preparation SCH for the current reporting year (2007-2008) applied to the college formula revenue and budget.

[2] The formula has funding built into it for university, rather than college, academic and institutional support. The adjusted formula revenue backs out this funding.

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

Financial Measures 1b Table. Expenditures and Cost per Student Credit Hour (SCH) for 2007-2008 Academic Year [1]

	Total SCH	I&G Expenditures (without fringe benefits) [2]	Expenditures per SCH (without fringe benefits)	Total I&G Expenditures (with fringe benefits)	Expenditures per SCH (with fringe benefits)
Institution	396,892	135,882,934	342.37	163,273,534	411.38
College	44,982	9,394,200	208.84	11,462,581	254.82
Initial Licensure Programs	29,395	3,830,998	130.33	5,451,097	185.44
Extended University Initial Licensure Programs	-	-	-	-	-

Source: NMSU

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

[2] 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.

Financial Measures 1c Table. Lowest and Highest Compensation (Salary + Benefits) of Full-Time[1] and Part-Time Faculty[2] 2007-2008 (Fall 2007 and Spring 2008 Semesters)

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3-Hour Course	
Lowest (without fringe)	Highest (without fringe)	Lowest	Highest	Lowest	Highest
53,000	83,000	6,625	10,375	3,510	6,783

Full-Time Faculty Compensation (9-month contracts)	
Lowest (with fringe)	Highest (with fringe)
69,430	108,730

Source: NMSU

Notes:
[1] Full-time faculty include tenure-track and non-tenure-track faculty.
[2] Excludes graduate teaching assistants.

New Mexico
Teacher Education Accountability Report
November 2008
University of New Mexico

Institution and College Profile

Overview:

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

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

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

Mission and Profile of the UNM College of Education: The mission of the UNM College of Education is the study and practice of education through teaching, research, and service. The College strives to address critical education issues; test new ideas and approaches to teaching and learning; educate professionals who can facilitate human growth and development in schools, homes, communities, and workplaces; and prepare students for participation in a complex and challenging society. In carrying out the mission, we value: excellence in all that we do; diversity of people and perspectives; relationships of service, accountability, collaboration, and advocacy; the discovery, discussion, and dissemination of ideas; and innovation in teaching, technology, and leadership. Within this framework, the UNM College of Education addresses critical education issues across a local, state, regional, national and international spectrum.

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

2008 New Mexico
Teacher Education Accountability Report
Teacher Preparation Indicators/Outcome Measures

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

Indicator 1 Table. Demographic Data
2007-2008 Academic Year
(Summer 2007, Fall 2007, and Spring 2008)

NMPED Approved Programs	Number of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education	104	5	99	25	43	34	1	1	
Elementary Education	851	111	740	401	305	97	11	11	26
Secondary Education	340	150	190	202	101	10	10	5	12
Special Education	198	49	149	114	45	7	9	6	17
K-12 (e.g., Art Ed, Music Ed, Physical Ed)	102	33	69	57	29	8	1		7
Counseling Education	58	8	50	23	24	5	2		4
Educational Leadership	30	7	23	12	17	1			
Total	1,683	363	1,320	834	564	162	34	23	66
Percent	100%	21.6%	78.4%	49.6%	33.5%	9.6%	2.0%	1.4%	3.9%

Source: UNM

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

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

Indicator 2 Table. Standard for Entry/Exit
2007-2008 Academic Year

Program	Program Admissions/Entry Standards	Program Completer/Exit Standards
UG Initial: ECE or ECME	• Complete general education courses with an overall GPA of 2.5 • Pass the New Mexico Teacher Assessment of Basic Skills Test (240 or better) • Submit the COE application packet to the COE Advisement Center • Pass faculty decision point	• Complete general education courses with an overall GPA of 2.0 • Complete ECME courses with a GPA of 2.0 • Submit completed student teaching logs • Submit and pass the Portfolio reviewed by faculty • Attain a cooperating teacher evaluation of 68 or higher • Pass faculty decision point
UG Initial: ELEM	• 2.5 overall GPA in general education coursework (60 hrs.), teaching and learning support coursework (15 hrs.), and teaching field coursework (24 hrs.) • NMTA Basic Skills Test score >= 240 • >=25 score on written response section of application package • >=1 score on interview evaluation	• Professional education course >= 3.0 GPA • >=1 on portfolio assessment
UG Initial: SEC ED	• 26 hrs. general education courses with an overall GPA >= 2.5. • >=2.5 GPA in an academic content area (teaching field) recognized as an endorsement area in New Mexico • NMTA Basic Skills test score >=240	• Complete general education courses with an overall GPA >=2.5 • Complete professional teaching field courses with GPA >=2.5 • Receive an acceptable rating on Student Teacher Final Evaluations
UG Initial: SPED	• 26 hours of coursework completed GPA >=2.5 • Grade of B or higher in SPCD 201 and 204 • NMTA Basic Skills test score >=240 • Score >=11 on the BSED Special Education Application Packet from two faculty	• Complete a Professional Presentation that is a synthesis of all coursework and field experiences in the final two semesters • Must maintain a GPA of 2.5 with no grade less than a C in any individual course in the major and teaching field.
UG Initial: K-12 (Art Ed)	• GPA of 2.5 • NMATA Basic Skills score of 240	• Degree Audit: POS, GPA min 2.5 • Program exit survey

	• Faculty Decision Point	• MA exit requirement outcome • Professional Presentation • Faculty Decision Point
UG Initial: K-12 (Physical Educ)	• Complete general education courses with an overall GPA >=2.5 • Complete content area courses with GPA >=2.75 • NMTA Basic Skills Test >=240 • Cooperating teacher evaluation for sophomore field experience (PEP 245) • PE 200 lesson plan evaluation (=>14) • Submit application along with portfolio for faculty review • Attain disposition rating of basic or higher	• Complete general education courses with an overall GPA >=2.5 • Complete content area courses with GPA >=2.75 • Receive an acceptable rating on Student Teacher Instructional Evaluations for PEP 400 and 461 • Fulfill all Checkpoint 4 requirements with a rating of acceptable or better • Submit the Checkpoint 4 application along with Portfolio for faculty review • Program Exit Survey
UG Initial: K-12 (Health Educ)	• Overall Gen Ed coursework GPA of 2.5 • Pass the New Mexico Teacher Assessment of Basic Skills Test • Professional Goals	• Program of Studies Review • Student Exit Survey • Faculty Exit Survey
G Initial: ECE or ECME	No Program	No Program
G Initial: ELEM	• 3.0 GPA for undergraduate or other graduate level work • 3+ years working with children from diverse populations • Strongly written Letter of Intent (score =>2) • Attain a rating or higher for letters of recommendation • Attain a rating of 2 or high on the Overall Application ranking. • NMTA score 240+ • Score 2+ on interview • Total score 13+	• Maintain a 3.0 overall GPA for graduate coursework • Receive a grade of 3.33 or higher in the Masters Comprehensive Exam • Portfolio assessment rating => 2
G Initial: SEC ED	• Baccalaureate degree with a minimum overall GPA of 3.0 • 2.5 GPA in a content area recognized as a teaching field in New Mexico • NMTA Basic Skills Test score>=240	• Complete teaching field courses with an overall GPA >=2.5 • Maintain a 3.0 or better GPA in all professional education courses and related graduate courses. • Receive an acceptable score on the Advanced Field Experience (Student Teaching) Final Evaluation
G Initial: SPED	• Bachelor's degree from an accredited institution with a GPA >= 3.2 • Applicant files are reviewed by a minimum of three faculty who then give recommendations	• Complete a Comprehensive Examination • Must maintain a GPA of 3.0 with no individual grade below a C.

	regarding admission.	
G Initial: K-12 (Art Ed)	• GPA of 2.5 • NMATA Basic Skills score of 240 • Faculty Decision Point	• Degree Audit: POS, GPA min 2.5 • Program exit survey • MA exit requirement • MA exit requirement outcome • Professional Presentation • Faculty Decision Point
G Initial: K-12 (Health Educ)	• Minimum GPA of 3.0 • NMTA Basic Skills Test score >=240 • Prepare professional goals • Faculty Decision Point	• Degree Audit: POS, GPA min 2.5 • Receive a grade of 3.33 or higher in the Masters Comprehensive Exam • Faculty Decision Point
Alternative: ECE or ECME	No program	No program
Alternative: ELEM	• 3.0 GPA for undergraduate or other graduate level work • 3+ years working with children from diverse populations • Strongly written Letter of Intent (score =>2) • Attain a rating or higher for letters of recommendation • Attain a rating of 2 or high on the Overall Application ranking. • NMTA score 240+ • Score 2+ on interview • Total score 13+	• Maintain a 3.0 overall GPA for graduate coursework • Receive a grade of 3.33 or higher in the Masters Comprehensive Exam • Portfolio assessment rating => 2
Alternative: SEC ED	• Baccalaureate degree with a minimum overall GPA of 3.0 • 2.5 GPA in a content area recognized as a teaching field in New Mexico • NMTA Basic Skills Test score>=240	• Complete teaching field courses with an overall GPA >=2.5 • Maintain a 3.0 or better GPA in all professional education courses and related graduate courses. • Receive an acceptable score on the Advanced Field Experience (Student Teaching) Final Evaluation
Alternative: SPED	• Bachelor's degree from an accredited institution with a GPA >= 3.2 • Applicant files are reviewed by a minimum of three faculty who then give recommendations regarding admission.	• Complete a Comprehensive Examination • Must maintain a GPA of 3.0 with no individual grade below a C.
Alternative: K-12 (e.g., Art Ed, Health Ed, Physical Ed)	No Program	No Program
Post -Baccalaureate		
Advanced: Counseling	• Undergraduate GPA >=3.0 • Bachelor's degree • 18 credit hours of upper division (300-400 level) undergraduate and/or graduate	• Complete all coursework, of with GPA >=3.0 for 48 credit hours. • Pass a master's comprehensive exam

	course work in behavioral sciences. • Evidence of work or volunteer experience and its relevance to one's development as a counselor. • Three Letters of Recommendation • Personal Statement • Statement demonstrating multicultural competence • Faculty Interview	demonstrating ability to integrate theory and practice in counseling.
Advanced: Education Leadership	• Level II or III NM Teaching License • Application Packet, score of 2 on a 3-pt scale • 3.0 GPA last 60 hrs. of undergrad or of all grad work	• Inquiry Project Presentation => 3 (adequate) • Competency Reflection => 3 (adequate)

Source: UNM

Key:

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

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

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

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

Indicator 3 Table. Number of Hours for Field Placement and Student Teaching
2007-2008 Academic Year

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours [2]
UG Initial: ECE or ECME	40	520	79.5
UG Initial: ELEM		720	
UG Initial: SEC ED	80	450	
UG Initial: SPED	100	685	225
UG Initial: K-12 (Art Ed)	30	600	5
UG Initial: K-12 (Health Ed)	24	600	
UG Initial: K-12 (Physical Ed)	206	420	90
G Initial: ECE or ECME	40	520	79.5
G Initial: ELEM	180	450	490
G Initial: SEC ED	80	450	
G Initial: SPED		192	48
G Initial: K-12 (Art Ed)	32	600	
Alternative: ECE or ECME	No program	No program	
Alternative: ELEM	NA[1]	448	
Alternative: SEC ED	NA[1]	450	
Alternative: SPED	NA[1]	192	48
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	No program	No program	
Post –Baccalaureate			
Advanced: Counseling	0	240	360
Advanced: Education Leadership	0	220	48

Source: UNM

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

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

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

Indicator 4a Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Standard Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate		Not Avail.	20.34	20.26	268
Graduate	Undergraduate Total	3.30	22.47	21.84	278

Source: UNM

Notes:
* ACT/SAT Equivalent scores for graduate students only available for students who were previously undergraduates at UNM
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.

Indicator 4b Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate					
Graduate	Undergraduate Total	Not Avail.	22.09	21.84	280

Source: UNM

Notes:
* ACT/SAT Equivalent scores for graduate students only available for students who were previously undergraduates at UNM
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.
[3] Alternative licensure candidates record the cumulative GPA of the highest degree earned.

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

Indicator 5 Table. Number and Percentage of Candidates Admitted and Enrolled 2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008) And Number of Title II (Licensure) Program Completers 2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

Licensure Type	Number of Candidates Admitted and Enrolled 2007-2008 Academic Year	Number of Title II or Program Completers 2006-2007 Academic Year	Proportion (Percent) of Program Completers to Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate	170	342	Not available this year
Alternative Licensure	80	88	Not available this year
Advanced Licensure: Counseling	15	16	Not available this year
Advanced Licensure: Ed Leadership	6	13	Not available this year

Note: Number of candidates admitted and enrolled are underreported here. Institution will work on developing practices and data systems to better capture this information in the future.

Source: UNM

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

Indicator 6 Table. Number and Types of Degrees
2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME	25		
UG Initial: ELEM	190		
UG Initial: SEC ED	45		
UG Initial: SPED	22		
UG Initial: K-12 Art Educ.	4		
UG Initial: K-12 Health Educ.	4		
UG Initial: K-12 Physical Educ.	10		
G Initial: ECE or ECME			
G Initial: ELEM		49	
G Initial: SEC ED		21	
G Initial: SPED		47	
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		12	
Alternative: ECE or ECME	NA[1]	NA[1]	NA[1]
Alternative: ELEM	NA[1]	NA[1]	NA[1]
Alternative: SEC ED	NA[1]	NA[1]	NA[1]
Alternative: SPED	NA[1]	NA[1]	NA[1]
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA[1]	NA[1]	NA[1]
Post -Baccalaureate	NA[1]	NA[1]	NA[1]
Advanced: Counseling		16	
Advanced: Education Leadership		13	
Doctorates Leading to Professional Development and Continuing Education (ECE or ECME, ELEM, SED, & SPED)			10

Source: UNM

Note:
[1]Alternative licensure and post-bacc programs do not grant degrees

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

Indicator 7 Table. Placement Practices
2007-2008 Academic Year

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME	• Retain liability insurance from AFT • Complete criminal background check • Enroll in the required lecture course for the specific ECME Practica: ECME 117/117L ECME 217/217L ECME 317/317L ECME 417/417L ECME 402/402L	• Lesson plan score of 30 of higher • Minimum of 2 observations • Attain Disposition rating of Basic (2) or higher • Pass Faculty Decision Point	• Must complete required courses with a C or better: ECME 101 ECME 103 ECME 115 ECME 117 ECME 117L ECME 202 ECME 217 ECME 217L ECME 220 ECME 230 • Prior to enrolling in 440L, the following courses must be completed with a B or better: ECME 305, 315 or 325 ECME 211 ECME 320 ECME 317 ECME 317L ECME 401 ECME 402 ECME 417 ECME 417L	N/A
UG Initial: ELEM	• See Experience Practica	• Must complete fingerprinting and a background check • Purchase insurance from the local teachers' union • They must have no more than the following course work remaining: 1) The 36 hr professional coursework sequence in Elementary Education (including method courses	• Must have remaining only student teaching (6 hours) and no more than one additional course.	N/A

		and student teaching); 2) A maximum of a total of 9 additional hours of teaching field courses or electives.		
UG Initial: SEC ED	• See Experience Practica	• Complete 26 hours of general education courses with overall GPA of 2.5 • Hold a 2.5 of better GPA in an academic content area recognized as an endorsement area in NM • Pass NMTA Basic Skills with score of 240 or better	• Achieve and maintain an overall GPA of 3.0 or better in professional education courses • Begin professional year meeting (or are within no more than six credit hours of completing) all teaching field requirements • Successfully complete a planning exercise (unit plan) in the methods course for their content area that demonstrates progress towards meeting these areas of the NM Beginning Teacher Competencies.	N/A
UG Initial: SPED	•NMTA Basic Skills test score of 240 or higher •Admitted to the Dual License Program •Pass Background Check •Completion of one semester of coursework in the Dual License Program •Classified as a junior •GPA 2.5 or higher with no grade lower than a “C”	• See Experience Observation	•NMTA Basic Skills test score of 240 or higher •Admitted to the Dual License Program •Pass Background Check •Proof of Insurance •Completion of two semesters of coursework in the Dual License Program •Classified as a Senior •GPA 2.5 or higher with no grade lower than a “C” •Second semester of student teaching dependent on successful completion of the	N/A

			first semester	
UG Initial: Art Ed	• ARTE 310 and ARTE 320, minimum B- • Pre-student teaching assessment, Minimum 2 • Pass Faculty Decision Point	• Enrolled in ARTE 310 or ARTE 320 • Pass NMTA with score of 240 or better • Pass background check • Purchase liability insurance	• Observation of student teaching-EL, minimum score of 1.5 • Student Disposition, minimum 2 • Observation of student teaching-SEC, minimum 1.5 • Student Disposition data-SEC, minimum 2 • Pass Faculty Decision Point	N/A
UG Initial: Health Ed	• See Experience Practica	• Overall Gen Ed coursework GPA of 2.5 • Pass the NMTA Basic Skills Test • Professional Goals	• Pre-student Teaching Observation • Complete HED 451 Lesson Plan Development	N/A
UG Initial: Physical Ed	• Enroll in PEP 245 • Pass background Check	• Admitted to program • Purchase of liability insurance	• Overall GPA of 2.5 • Content GPA of 2.75 • Junior Block Instructional Evaluation • Disposition Rating • Portfolio Evaluation	N/A
G Initial: ECE or ECME	No Program	No Program	No Program	No Program
G Initial: ELEM	• See Experience Practica	• 3.0 GPA on undergraduate or other graduate level work • Receive a score of 2 or higher, which demonstrates evidence of 3 or more years of working with children from diverse populations • Strongly written Letter of Intent • Attain a rating or higher for Letters of Recommendation • Attain a rating of 2 or higher on the Overall Application ranking • Attain a total score of 13 or higher on the Evidence of	• Maintain a 3.0 overall GPA for graduate coursework • Attain a rating of 2 or higher on the Assessment of Academic Writing • Attain a rating of 2 or higher on the Evaluation of Professional Dispositions and Identity • 3.0 overall GPA in Methods coursework • Attain a score of 2 or higher for Field Experience course: CMTE 595 • Attain a minimum rating of 2 or higher on the	N/A

		Practices: Student Teaching Evaluation • Attain a score of 240 or above on the NMTA Basic Skills Test • Attain a score of 2 or higher on the Interview	Evidence of Practices: Student Teaching Evaluation • Attain a score of 2 or higher on Classroom Observations • Attain a score of 2 or higher on Lesson Plans	
G Initial: SEC ED	• See Experience Practica	• Baccalaureate degree with a minimum overall GPA of 3.0 • 2.5 GPA in a content area recognized as a teaching field in NM • Receive a passing score (240) on the NMTA Basic Skills Test	• Maintain overall GPA of 3.0 or better in professional education courses • Begin professional year after meeting (or are within no more than six credit hours of completing) all teaching field requirements • Successfully complete a planning exercise (unit plan) in the methods course for their content area that demonstrates progress towards meeting these areas of the NM Beginning Teacher Competencies.	N/A
G Initial: SPED	N/A	N/A	• Accepted to the MA Program • Background Check • Proof of Insurance • Completed Practicum application • Graduate GPA of 3.0 with no grade below C	N/A
G Initial: Art Ed		• Pass NMTA Basic Skills Test with a score of 240 or above • Pass background check • Attain insurance		N/A
G Initial: Health Ed	• See Experience Practica	• Overall GPA of at least 3.0 • Pass NMTA Basic	• Complete HED 551 Lesson Plan Development	N/A

		Skills Test with a score of 240 or above • Professional Goals	• Review Program of Studies • School Plan	
G Initial: Physical Ed	• Pass background Check	• Admitted to program • Purchase of liability insurance	• Overall GPA of 2.5 • Content GPA of 2.75 • Disposition Rating • Portfolio Evaluation	N/A
Alternative: ECE or ECME	No Program	No Program	No Program	No Program
Alternative: ELEM	• See Experience Practica	• 3.0 GPA on undergraduate or other graduate level work • Receive a score of 2 or higher, which demonstrates evidence of 3 or more years of working with children from diverse populations • Strongly written Letter of Intent • Attain a rating or higher for Letters of Recommendation • Attain a rating of 2 or higher on the Overall Application ranking • Attain a total score of 13 or higher on the Evidence of Practices: Student Teaching Evaluation • Attain a score of 240 or above on the NMTA Basic Skills Test • Attain a score of 2 or higher on the Interview	• Maintain a 3.0 overall GPA for graduate coursework • Attain a rating of 2 or higher on the Assessment of Academic Writing • Attain a rating of 2 or higher on the Evaluation of Professional Dispositions and Identity • 3.0 overall GPA in Methods coursework • Attain a score of 2 or higher for Field Experience course: CMTE 595 • Attain a minimum rating of 2 or higher on the Evidence of Practices: Student Teaching Evaluation • Attain a score of 2 or higher on Classroom Observations • Attain a score of 2 or higher on Lesson Plans	N/A
Alternative: SEC ED	• See Experience Practica	• Baccalaureate degree with a minimum overall GPA of 3.0 • 2.5 GPA in a content area recognized as a teaching field in NM • Receive a passing score (240) on the	• Maintain overall GPA of 3.0 or better in professional education courses • Begin professional year after meeting (or are within no more than six credit hours of	N/A

		NMTA Basic Skills Test	completing) all teaching field requirements • Successfully complete a planning exercise (unit plan) in the methods course for their content area that demonstrates progress towards meeting these areas of the NM Beginning Teacher Competencies.	
Alternative: SPED	N/A	N/A	• Accepted to the MA Program • Background Check • Proof of Insurance • Completed Practicum application • Graduate GPA of 3.0 with no grade below C	
Post - Baccalaureate				
Advanced: Counseling	• N/A	• Observation in either COUN 540 • School Counseling or COUN 521 • Community Agency Counseling • Completed the four core courses: COUN 520, 530, 517, and 518		• All counseling coursework, with the exception of COUN 519 • Group Practicum must be completed before a student can enroll in Field Practicum.
Advanced: Education Leadership	• N/A	• Submit a complete application package, consisting of : 3 letters of recommendation, a sample of written work, transcripts, responses to a number of specific dispositional requirements by the program faculty. • GPA must be 3.0 over the last 60 hours		• Coursework GPA is 3.3 or better • Must pass the Mid-Point Review • Must pass the Comprehensiv e Exam

Source: UNM

The University of New Mexico: College of Education
Evaluation Plan: 2008-09

Objective 1. The college will seek to increase student achievement across all programs.

The COE has implemented a college-wide assessment system that provides information regarding critical dimensions of student learning. The assessment processes related to this system are designed around four core elements focused on increasing student achievement.

1. *Meaningful* – The focus for assessment activity will be student success through authentic assessment and best teaching practice.
2. *Achievable* – The assessment process will be realistic relative to initial and sustainable data collection/analysis and will truly focus on "core" student learning objectives.
3. *Consistent* – All programs will utilize a similar process to identify student learning goals and assess student learning outcomes.
4. *Reflective* – Programs will use data collected from the assessment processes to identify strengths and weaknesses of program, make decisions about program curricula and practices, and make changes as needed to enhance student learning outcomes.

The assessment system will provide evidence of the major aspects of student achievement: knowledge, skills, and dispositions. Each program has previously stated its specific targets for each of the learning domains, as well as the strategies that it will use to increase achievement. These data are resident in the COE Assessment System, a relational, proprietary database that contains a comprehensive set of student performance data for all programs.

Strategies for Objective 1

1. Identify and validate specific learning outcomes for all students in the COE.
2. Isolate and agree upon assessment targets in three domains: knowledge, practice, and dispositions that are measurable.
3. Collect, organize and discuss in program meetings the results of individual and aggregated student learning data. Make specific changes in the instructional program, the curriculum, and/or the instructional strategies as indicated by the student data.

Evaluation Plan for Objective 1

The COE will use both formative and summative evaluation strategies in this area. Each program is responsible for the ongoing (formative) review and determination of the directions indicated by the student outcomes data. Each semester, programs will submit a report to the department regarding student achievement in relation to stated objectives. A final end-of-year report will summarize the impact of the system on the overall college's efforts in this area.

Objective 2. The college will provide educational and practical experiences that will increase the retention rate of its graduates in New Mexico schools.

The COE has developed programs that increase the probability of positive first-time experiences for its graduates in the schools. In addition, the College collaborates closely with the Alb Public Schools (APS) in a district-wide mentoring program that provides authentic support for new teachers in the schools. This program has been developed by the combined efforts of APS, the AFT Teachers Union, and the College's elementary education and secondary education programs. Finally, the College doubles the state requirement of onsite field experiences, exposing students immediately upon admission to actual classroom experiences under supervision. These early experiences help to

acclimate students to the realities of the classroom and help them in making early, and informed, decisions regarding their potential career choices.

Strategies for Objective 2

1. Implement a collaborative mentoring project for new teachers in the Albuquerque Public schools that provides on-site support.
2. Embed authentic learning experiences within many aspects of the curriculum to ensure that a "problem-based" orientation is a part of every student's experience.
3. Expand the amount of time that students are in school settings. Begin these experiences almost immediately upon admission and continue throughout the program.

Evaluation Plan for Objective 2

1. The college has identified a teacher education faculty member who is working with the teachers and school personnel to develop a comprehensive evaluation plan to measure the effects and impact of the mentoring program.
2. Every program will review its curricular approaches in the 2009-2010 academic year to ensure that the strategic placement of authentic learning experiences are embedded in the curriculum.
3. The amount of field experiences is monitored and tracked across all programs as part of the ongoing NCATE data gathering process.

Objective 3. The college will intensify its efforts to increase the percentage of highly qualified elementary and secondary teachers.

The College currently, and historically, has produced almost 1/3rd of all the elementary and secondary education degree students in the state of New Mexico. Annually, it produces between 450 – 500 new teachers for the schools as a result of its efforts on the main campus as well as its branch campuses. There are extensive efforts at both external recruitment activities as well as internal quality-control activities that will serve to recruit the best and graduate the best teachers for the state of New Mexico.

Strategies for Objective 3

1. Develop program-based "Instructional Productivity Plans" for every program in the college. These plans are developed by individual program faculty who determine the best recruitment and retention strategies at both the undergraduate and graduate levels.
2. The college is changing its distance delivery model to ensure that its branch campus programs are not only responsive to local needs, but that they form a networked environment to extend instruction to other areas of the state. This will increase access to UNM programs as well as increase the number of minority teachers in the state.

Evaluation Plan for Objective 3

1. The Instructional Productivity Plans are designed to be reviewed on an annual basis, at the end of each academic year, at which time overall productivity as well as retention rates will be reviewed and modified for the upcoming year.
2. The college is engaged in a strategic effort to change its distance delivery model so that it continues to provide quality education to the local communities that they serve, as well as extend their instructional range to the state as a whole. This effort will be finalized and implementation begun in Spring 2009.

Objective 4. The college will focus its efforts to increase the percentage of teachers who pass the NMTA on the first attempt.

The College annually reviews its pass rate on the NMTA for both the basic as well as content tests and uses this information to make changes in program. The college has a historically high passing rates in every degree and licensure program area, except for early childhood education (ECE). This area has

been of particular concern as the (ECE) students at our branch campuses do not perform as well as main campus students and their lower scores drag down the main campus programs. The ECE faculty are working closely with their counterparts at the branches to increase the integrity of coursework, as well as to provide additional tutoring support to these students.

Strategies for Objective 4

1. The college will continue its efforts at maintaining the high first-time NMTA passage rate of its students. As with any area, there are ways that we can marginally increase the rate upwards to 100%. Greater focus on the admissions process will ensure that only the best students are admitted to educational programs.
2. There will be a college-wide effort to discuss and determine future directions of the early childhood education program in spring, 2009. This effort will seek to expand and enhance the program in multiple directions: curriculum, licensure, family/infant/toddler programs, policy and research.

Evaluation Plan for Objective 4

1. Continue to review the NMTA passing rates annually and evaluate the outcomes of program and/or curricular changes as well as the admissions process.
2. Evaluate progress made in each strategic direction designed to improve NMTA scores of students in Early Childhood Education

See statewide summary data table 3 for 1st time NMTA test taker data.

Objective 5. The college will make increasing the number and quality of mathematics and science teachers a priority.

The college has already declared the math and science education programs as a priority for rejuvenation and re-development. The College is working collaboratively with faculty in the College of Arts and Sciences math and science faculty to increase the relevance and quality of its programmatic offerings. In addition, the two partner colleges have submitted a proposal through the RPSP legislative process which seeks to fund a statewide P-20 Math and Science Education Center. This Center will give much-needed focus to efforts both at UNM and throughout the state to improve and reform the instruction in these vital areas.

Strategies for Objective 5

1. Develop a unique program of studies at UNM for “Elementary Mathematics Specialists.”
2. Develop innovative models to integrate “content and methods” coursework in elementary mathematics and biology across New Mexico’s Colleges of Education and Arts and Sciences.
3. Design and implement professional development activities for P-5 teachers of mathematics, particularly for those working with underserved students and those working in School in Need of Improvement settings.
4. Organize a statewide conference in 2009 focusing on early mathematics and science education.
5. Conduct and disseminate research on elementary mathematics and science curriculum, instruction and assessment that enhances the teaching and learning for underserved student groups in New Mexico.
6. Build on current successful Science-Technology, Engineering, and Mathematics collaborations including:
    a. Science Education Institute of the Southwest
    b. La Meta (Math Educators Targeting Achievement), which helps middle-school teachers develop content and pedagogical knowledge for effective math learning
    c. Natural Science Program, providing hands-on, inquiry based science teaching and learning strategies for K-12 teachers, and in partnership with Sandia Laboratory enhanced research-to-application in New Mexico public schools.

7. Participate in and contribute to the national commitment of the NASULGC Education Commission's, "Science and Math Teacher Imperative."

Evaluation Plan for Objective 5

1. Working with PED and HED, determine and measure whether the numbers of mathematics and science teachers being graduated each year actually meet the needs of the schools in NM.
2. Evaluate the progress toward embedding new licensure requirements that are responsive to the demands being placed on teachers and students at the secondary level.
3. Evaluate the effectiveness and follow through of professional development activities on classroom performance by teachers and students.

Objective 5 Table: Title II Licensure Program Completers: Math, Science, and Technology 2006-2007 Academic Year (Summer 2006, Fall 2006, & Spring 2007)

	2006-2007 Baseline	2007-2008	2008-2009	2009-2010	2010-2011
Math	31				
Science	43				
Technology					

Source: UNM

Objective 6. The college will work with the other colleges of education to develop new, responsive, and accurate funding formulas to meet these objectives.

The college is working with other Deans and Directors of teacher preparation programs to clarify and define the critical elements of a new approach to formula-based funding of its programs. The current economic downturn has increased the focus and speed of this effort, which will result in a new approach and dedication to a responsive funding formula for teacher preparation programs.

Strategies for Objective 6

1. Develop a "consistent" approach across New Mexico teacher education programs for determining formula based funding. This will likely require the involvement of Budget Officers and Chief Financial Officers from each institution meeting in addition to meetings of the Deans and Directors.
2. Advocate for complete funding of college of education expense categories, in particular, capturing the costs of field experiences that are typically an additional cost to teacher preparation programs.

Evaluation Plan for Objective 6

1. Determine whether there the emergent funding model meets the need of all teacher preparation programs by testing with real-time data.
2. Prepare and disseminate position papers and a bill to the NM Legislature that advocates for full funding for teacher preparation program costs.

2008 New Mexico
Teacher Education Accountability Report
Financial Measures

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 211 in regard to institutions that provide teacher education preparation. (SB211-Sec. E)

Financial Measures 1a Table. Instructional Support Formula Revenue Compared to Budget for 2007-2008 Academic Year

	Instructional Support Formula Revenue [1]	Adjusted Instructional Support Formula Revenue [2]	I&G Budget [3]	Budget +/- Formula	I&G Budget as Percent of Adjusted Formula Revenue
Total Institution	$186,674,193	$155,648,942	$160,045,512	($4,396,570)	102.8%
Total College	$27,912,202	$23,273,194	$15,946,691	$7,326,503	68.5%
Initial Licensure Programs	$17,492,776	$14,585,477	$10,208,075	$4,377,402	70.0%
Extended University Initial Licensure Programs					

Source: 2007-2008 Report of Actuals for NMHED (Budget data); SCH data provided by UNM Academic Affairs.

[1] Instruction/instructional support formula revenues are based upon base funding year, while budgets are for the current reporting year (2007-2008). Initial licensure formula revenue and budget are estimated. They are based upon the proportion of licensure preparation SCH for the current reporting year (2007-2008) applied to the college formula revenue and budget.

[2] The formula has funding built into it for university, rather than college, academic and institutional support. The adjusted formula revenue backs out this funding.

[3] I&G budget includes instruction and instructional/academic support; it does not include student services, institutional support, and operation and maintenance.

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

Financial Measures 1b Table. Expenditures and Cost per Student Credit Hour (SCH) for 2007-2008 Academic Year [1]

	Total SCH*	Instruction & Instructional Support Expenditures (without fringe benefits) [2]	Expenditures per SCH (without fringe benefits)	Instruction & Instructional Support Expenditures (with fringe benefits)	Expenditures per SCH (with fringe benefits)
Institution	590,061	Not Avail.	Not Avail.	$153,512,716	$260
College	74,505	$12,740,486	$171	$15,740,486	$211
Initial Licensure Programs	46,693	$8,197,784	$176	$10,060,702	$215
Extended University Initial Licensure Programs					

Source: 2007-2008 Report of Actuals for NMHED (expenditure data); SCH data provided by UNM Academic Affairs.

* Total SCH generated in formula base funding year.

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

[2] 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.

[3] I&G expenditures include instruction and instructional/academic support; they do not include student services, institutional support, and operation and maintenance expenditures.

Financial Measures 1c Table. Lowest and Highest Compensation (Salary + Benefits) of Full-Time[1] and Part-Time Faculty[2] 2007-2008 (Fall 2007 and Spring 2008 Semesters)

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3-Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
$55,860	$129,329	$6,983	$18,476	$3,219	$3,480

Source: UNM

Notes:
[1] Full-time faculty include tenure-track and non-tenure-track faculty.
[2] Excludes graduate teaching assistants.

New Mexico
Teacher Education Accountability Report
November 2008
Eastern New Mexico University

Institution and College Profile

Overview:

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

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

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

2008 New Mexico
Teacher Education Accountability Report
Teacher Preparation Indicators/Outcome Measures

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

Indicator Table 1. Demographic Data
2007-2008 Academic Year
(Summer 2007, Fall 2007, and Spring 2008)

NMPED Approved Programs	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education	32	0	8	21	9	0	0	0	2
Elementary Education	130	17	113	71	56	2	0	0	1
Secondary Education	100	40	60	72	22	1	0	0	5
Special Education	11	3	8	10	1	0	0	0	0
K-12 (e.g., Art Ed, Music Ed, Physical Ed)	19	9	10	10	8	0	0	0	1
Counseling Education	78	12	66	54	14	2	5	2	1
Educational Leadership	29	10	19	22	6	1	0	0	0
Total	399	91	284	260	116	6	5	2	10
Percent	100%	22.8%	71.2%	65.2%	29.1%	1.5%	1.4%	0.5%	2.5%

Source: ENMU

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

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

Indicator Table 2. Standard for Entry/Exit
2007-2008 Academic Year

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME	-40+ CH in Gen Ed -EDF 222,C+ -EDF 222 Field Evaluations -Pre/post evals of EDF 222 -NMTA BS -CGPA 2.8 -Background checks -Application interview	-Student teaching expectations completed (folio: reflective log, orientation seminars for, cohort seminars, and culminating seminar (school law, human resources, etc), Wong essay, NM dossier prep (case study), coop tch/univ super ratings) -Completions of Educational Benchmarking Incorporated (EBI) - Teacher Education Exit Survey(TEES)
UG Initial: ELEM	Same as ECE	Same as ECE
UG Initial: SEC ED	Same as ECE	Same as ECE, However, various disciplines have different culminating experiences in the majors. Some may be senior tests, projects, capstone experiences, gallery shows, or recitals.
UG Initial: SPED	Same as ECE with SPED 300 at B or better	Same as ECE
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	Same as ECE	Same as ECE, However, various disciplines have different culminating experiences in the majors. Some may be senior tests, projects, capstone experiences, gallery shows, or recitals.
Professional Technical Education	-AA or equivalent -2.8 CGPA -Background checks	-Same as ECE
G Initial: ECE or ECME	NA	NA
G Initial: ELEM	NA	NA
G Initial: SEC ED	NA	NA
G Initial: SPED	NA	NA
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA
Alternative: ECE or ECME	NA	NA

Alternative: ELEM	-Grad school approval -NMTA BS - 3.0 CGPA -Background checks -Recognized and completed endorsement area	-Student teaching expectations (folio) (reflective log, orientation seminars for orientation, cohorts, and culmination (school law, human resources, etc), Wong essay, NM dossier prep(case study), coop tch/univ super ratings) -EBI TEES -District evaluations if employed
Alternative: SEC ED	Same as ELED	Same as ELED
Alternative: SPED	Same as ELED	Same as ELED
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA
Post -Baccalaureate	-Grad school approval -NMTA BS - 3.0 CGPA -Background checks -Recognized and completed endorsement area	Same as ECE, However, various disciplines have different culminating experiences in the majors. Some may be senior tests, projects, capstone experiences, gallery shows, or recitals.
Advanced: Counseling	**- Graduate School** approval -3.0 GPA -Application **Program** -3 letters of recommendation -Admissions interview -COUN 501, B+	-Internship evaluation -Counseling Preparation Comprehensive Exam (CPCE)
Advanced: Education Leadership	**Graduate School approval** -3.0 GPA -Application **Program** -3 yrs of teaching at tier 2 -1 letter of recommendation from a supervisor, colleague, or educator -copy of teaching licensure or admit into alternative licensure -Writing assessment approved within 6 hours	-Internship evaluation on competencies

Source: ENMU

Key:

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

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

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

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

Indicator Table 3. Number of Hours for Field Placement and Student Teaching
2007-2008 Academic Year

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours [2]
UG Initial: ECE or ECME	385 in 7 courses	595 (35hr/wk x 17wk)	
UG Initial: ELEM	163 in 7 courses	595	
UG Initial: SEC ED	84 in 4 courses	595	
UG Initial: SPED	151 in 7 courses	595	
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	HPE + 48 to SEC ED	595	
G Initial: ECE or ECME	NA		
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Alternative: ECE or ECME	NA[1]	NA	
Alternative: ELEM	NA[1]	595	
Alternative: SEC ED	NA[1]	595	
Alternative: SPED	NA[1]	595	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA[1]		
Post –Baccalaureate		595	
Advanced: Counseling			
Advanced: Education Leadership		240	

Source: ENMU

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

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

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

Indicator Table 4a. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Standard Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	Career	3.28	19.515	NA	265
Graduate	Career	NA	NA		NA

Source: ENMU

Notes:
* Act/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.

Indicator Table 4b. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	NA	NA	NA	NA	NA
Graduate	Career	3.20	19		279

Source: ENMU

Notes:
* ACT/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.
[3] Alternative licensure candidates record the cumulative GPA of the highest degree earned.

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

Indicator Table 5. Number and Percentage of Candidates Admitted and Enrolled 2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008) And Number of Title II (Licensure) Program Completers2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

Licensure Type	Number of Candidates Admitted and Enrolled 2007-2008 Academic Year	Number of Title II or Program Completers 2006-2007 Academic Year	Proportion (Percent) of Program Completers to Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate	292	120	41%
Alternative Licensure	23	3	
Advanced Licensure: Counseling	78	5	
Advanced Licensure: Ed Leadership	29	8	

Source: ENMU

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

Indicator Table 6. Number and Types of Degrees
2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME	10		
UG Initial: ELEM	55		
UG Initial: SEC ED	42		
UG Initial: SPED	6		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	9		
G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Alternative: ECE or ECME	NA[1]	NA[1]	NA[1]
Alternative: ELEM	NA[1]	NA[1]	NA[1]
Alternative: SEC ED	NA[1]	NA[1]	NA[1]
Alternative: SPED	NA[1]	NA[1]	NA[1]
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA[1]	NA[1]	NA[1]
Post -Baccalaureate	NA[1]	NA[1]	NA[1]
Advanced: Counseling		5	
Advanced: Education Leadership		8	
Doctorates or Masters Leading to Professional Development and Continuing Education (ECE or ECME, ELEM, SED, & SPED)		59	
Masters Leading to Professional Development and Continuing Education (ECE or ECME, ELEM, SED, & SPED)	59		

Masters professional development data added to the table by ENMU

Note: [1]Alternative licensure and post-bacc programs do not grant degrees

Source: ENMU

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

Indicator Table 7. Placement Practices
2007-2008 Academic Year

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

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

Source: ENMU

2008 New Mexico
Teacher Education Accountability Report
Evaluation Plan Objective

Objective # 1: The central purpose of a seamless Pk-20 education system is to increase student achievement.

ENMU directly supports increased student achievement in the Pk-20 system by:

1. **Providing Dual Enrollment Credits -**The central goal of the Dual Enrollment Program for Secondary Students is to provide a select (Juniors/Seniors, 2.5 CGPA, school and parent permission) number of high school students an opportunity to earn college credit while still in high school. Measures include the number of partnerships, students enrolled, and the students' grades.
2. **Providing Advanced Placement Courses – Advanced placement credits** may be awarded to beginning freshmen who complete AP examinations before full-time enrollment at Eastern. All schools who participate in the College Board AP examinations are eligible.
3. **Providing Performance Reports of Recent HS Graduates -** The purpose of this report is to provide useful information in judging the academic preparation for college of HS graduates from New Mexico school districts with at least 3 students enrolled as freshman at ENMU Portales.
4. **Providing Direct Support from State and Federal Grants for P-20 Initiatives.**
    a. **The** USDOE grant called the **Talent Search (TRiO)** is a three-year grant at $393K per year supports specialists who assist high school and college students with scholarship applications, college visitations, and retention.
    b. USDOE – **Upward Bound and College Success** (**TRiO)** - This three-year grant at $348k per year supports the orientation, retention, study skills, and recruitment of low income HS and college students.
    c. USDOE - **Teaching American History Grant** – This $1M (three-year) partnership with Portales Municipal Schools provides rich collaborative opportunities for students in schools with local community historical projects.
    d. ENMU partnered with Clovis Community College in a **Title V Cooperative grant** for 5 years (2003-08) to enhance transfer success and to increase the numbers of students pursuing careers in teaching.
    e. Each summer the distance education office sponsors, **"Kids' College."** This project provides activities for children ages 5–12, including fitness, arts and crafts, computers, swimming, and reading.
    f. Annual events such as **Drama Fest**, the regional **Science Fair**, and the regional **Speech and Debate tournaments** also involve high school students in campus life, with college students, faculty, and staff serving as mentors, judges, and coaches for these events.

5. **Utilizing Professional Development School Sites –** The College of Education partners with four schools that serve as sites for UG teacher education programs. Teacher Candidates provide instruction and are mentored by highly qualified teachers. The schools are:
    a. Child Development Center, ENMU- Portales
    b. James Elementary, Portales Municipal Schools
    c. Monterrey Elementary, Roswell Independent School District
    d. Belle Vista Elementary, Clovis Municipal Schools, Kennedy Center Arts Integration Partnership
6. **Creation of Dossiers** – Candidates for a New Mexico teacher license are required to foster student learning by completing Strand B of the dossier system. Data tracks how much students learn due to the student teacher/interns efforts.

7. **Measuring Candidate Student Satisfaction –** Teacher candidates are survey with the *Educational Benchmarking – Teacher Education Exit Survey* which measures their satisfaction with the k-12 student learning gains while student teaching or interning.

Objective #2: Increasing teacher retention, particularly in the first three years of a teacher's career is critical to advancing the quality of teachers and the stability of effective education settings. Teacher retention refers to the number of teachers who are new hires in NM schools and have been retained within that system (or any NM district) through the third and fifth years.

ENMU directly supports teacher retention and the stability of effective education settings by:

1. **Utilizing Professional Development School Sites –** The College of Education partners with four schools that serve as sites for UG teacher education programs. Teacher Candidates provide instruction and are mentored by highly qualified teachers. Separate professional development activities occur among the university and school faculties. The schools are:
    - **a.** Child Development Center, ENMU- Portales
    - **b.** James Elementary, Portales Municipal Schools
    - **c.** Monterrey Elementary, Roswell Independent School District
    - **d.** Belle Vista Elementary, Clovis Municipal Schools, Kennedy Center Arts Integration Partnership
2. The College of Education and Technology **Utilizes P-20 Related Partnerships** to enhance the teaching profession. Five of the organizations include:
    - **a.** Southeastern New Mexico Educational Resource Center (SNMERC) – Artesia, Dexter, Hobbs, Lovington, Loving, Lake Arthur, Jal, Tatum, Hagerman, Eunice, Dexter, and Roswell, Regional Educational Cooperatives (REC) 7 & 8.
    - **b.** Eastern New Mexico Educational Resource Center (ENMERC) – Logan, Floyd, Dora, Elida, Texico, Melrose, House, Grady, San Jon, and Fort Sumner
    - **c.** Lea County Distance Education Consortium (LCDEC) – Hobbs, Tatum, Lovington, Eunice, Jal, REC # 7
    - **d.** REC # 6 – Offices are housed at the ENMU-Portales campus.
    - **e.** REC # 9 – Numerous cooperatives such as SPED student teaching supervision, Reading First degree coursework, degree completion programs in EDAD.
3. The College of Education and Technology **Utilizes Grants, Contracts, Special Projects, and Other Partnerships** to support teacher retention and professional development**.**
    - **a.** NM Legislature (SB611) – Network for Teacher Professional Development (NTPD) – This $100K recurring funding supports direct instruction to teachers and students through the High Plains Writing Project, Kennedy Center Arts Integration Residencies, Spanish Language Institute, Professional Development Schools Network, and other similar initiatives.
    - **b.** NM Legislature – Re: Learning - ENMU hosts New Mexico Re: Learning a program providing support and funding for curricular reform in New Mexico public schools.
    - **c.** NMPED – P-16 – This three-year project funded at $240K supports the preparation of teachers' aides who are seeking a bachelor's degree and licensure.
    - **d.** NMPED – Math and Science – Three grants for $249K (total) provide professional development in math and science content for in-service and pre-service teachers.

Objective #3: Increasing the percentage of students who pass the NM Teacher Assessments (NMTA) for initial licensure on the first attempt.
ENMU continuously tries to improve the knowledge, skills, and dispositions of teacher candidates to best prepare them for the rigors of the NMTA subtests. The institution does this by:

1. Conducting an analysis of NMTA scores identify sub-areas in the tests that students perform in a substandard manner. Based on these findings, education faculty share this knowledge with the university's General Education Committee, Curriculum Committee, Teacher Education Advisory Council, and Graduate School in order to address content and skills in all preparatory courses.
2. In addition, workshops, course work, and supplementary instruction are offered to candidates who do not pass the NMTA for initial licensure on the first attempt.

Objective # 4 : The percentage of secondary school classes taught by highly qualified teachers is another critical indicator of teacher quality. This means that the state must increase the percentage of secondary teachers who provide excellent instruction in core academic subject areas demonstrated 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.

Objective # 5 : The percentage of elementary school classes taught by highly qualified teachers is another critical indicator of teacher quality. This means that the state must increase the percentage of elementary teachers who provide excellent instruction in core academic subject areas demonstrated 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.

Objective # 6 - The percentage of middle school classes taught by highly qualified teachers is another critical indicator of teacher quality. This means that the state must increase the percentage of middle school teachers who provide excellent instruction in core academic subject areas demonstrated 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. (Institutions do not have this information. PED will need to report.)

Objective # 7 - Increasing the number of teachers trained in math, science, and technology: The state of NM has a critical shortage in highly qualified math and science teachers. This objective focuses on the attempts for increasing the number of teachers trained in math, science and technology. (SB211-Sec. D.6)

Objective Table 1: Title II Licensure Program Completers: Math, Science, & Technology 2006-2007 Academic Year (Summer 2006, Fall 2006, & Spring 2007)

	2006-2007 Baseline	2007-2008	2008-2009	2009-2010	2010-2011
Math	8				
Science	2				
Technology					

Source: ENMU

ENMU continuously tries to increase the number of highly qualified teachers in all levels of licensure and endorsements, specifically math and science. The institution engages in the following activities.

1. The CET and area school districts collaborate in the elementary, secondary, and special education **alternative licensure programs** for students who have completed bachelor's degrees who now seek the teaching profession.

2. Continue to support **grants, contracts, special projects, and other partnerships** to support teacher retention and professional development**.**
    - **e.** NM Legislature (SB611) – Network for Teacher Professional Development (NTPD) – This $100K recurring funding supports direct instruction to teachers and students through the High Plains Writing Project, Kennedy Center Arts Integration Residencies, Spanish Language Institute, Professional Development Schools Network, and other similar initiatives.
    - **f.** NM Legislature – Re: Learning - ENMU hosts New Mexico Re: Learning a program providing support and funding for curricular reform in New Mexico public schools.
    - **g.** NMPED – P-16 – This three-year project funded at $240K supports the preparation of teachers' aides who are seeking a bachelor's degree and licensure.
    - **h.** NMPED – Math and Science – Three grants for $249K (total) provide professional development in math and science content for in-service and pre-service teachers.

3. Continue to develop **2+2 agreements** with Eastern campuses in Ruidoso and Roswell. Other community colleges seeking agreements are New Mexico Junior College in Hobbs, Mesalands in Tucumcari, Clovis Community College in Clovis, Amarillo College in Amarillo, TX, and South Plains College in Levelland, TX.
4. Enhance the relationship of teacher preparation programs among the four colleges through the **Teacher Education Advisory Council**. This collaboration may increase the number of cross-college faculty appointments, grants, contracts, and special projects, especially in math and science.
5. Continue to develop **agreements with districts for professional development opportunities.** These agreements range from the preparation of teachers in TESOL endorsements at the Gadsden School District, reduced graduate tuition and fee rates for the Lea County school districts and Clovis Municipal Schools, the preparation of international teachers in the Lovington School District, and the preparation of school administrators in collaboration with the Office of Educational Accountability and Wallace Foundation.

2008 New Mexico
Teacher Education Accountability Report
Financial Measures

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 211 in regard to institutions that provide teacher education preparation. (SB211-Sec. E)

Financial Measures Table 1a. Instructional Support Formula Revenue Compared to Budget for 2007-2008 Academic Year

	Instructional Support Formula Revenue [1]	Adjusted Instructional Support Formula Revenue [2]	I&G Budget	Budget +/- Formula	I&G Budget as Percent of Adjusted Formula Revenue
Total University	$39,746,732 Unrestricted	$31,746,156 (-Academic & Institutional Support)	$33,916,000(Total UR Revenue)	+$ 2,169,844	107%
Total College	$6,373,102	$6,373,102	$4,294,706 (CET Budget =8% Ind)	-$2,078,522	62%
Initial Licensure Programs	$3,628,013	$3,628,013	$4,294,706(CET Budget =8% Ind)	+$666,693	118%
Extended University Initial Licensure Programs	NA				

Source: ENMU

[1] Instruction/instructional support formula revenues are based upon base funding year, while budgets are for the current reporting year (2007-2008). Initial licensure formula revenue and budget are estimated. They are based upon the proportion of licensure preparation SCH for the current reporting year (2007-2008) applied to the college formula revenue and budget.

[2] The formula has funding built into it for university, rather than college, academic and institutional support. The adjusted formula revenue backs out this funding.

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

Financial Measures Table1b. Expenditures and Cost per Student Credit Hour (SCH) for 2007-2008 Academic Year [1]

	Total SCH	I&G Expenditures (without fringe benefits) [2]	Expenditures per SCH (without fringe benefits)	Total I&G Expenditures (with fringe benefits)	Expenditures per SCH (with fringe benefits)
Institution	93,068	$27,364,726	$294	$33,370,741	$359
College	21,629	$2,965,297	$137	$3,709,985	$172
Initial Licensure Programs (51% of College CH)	11,101	$1,512,301	$136	$1,892,092	$170
Extended University Initial Licensure Programs	NA				

Source: ENMU

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

2 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.

Financial Measures Table 1c. Lowest and Highest Compensation (Salary + Benefits) of Full-Time and Part-Time Faculty [1]
2007-2008 (Fall 2007 and Spring 2008 Semesters)

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3-Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
$41,000 +$11,252 = $52,252	$74,069 + $23,056 = $97,125	$4,180	$12,142	$1700	$2000

Source: ENMU

Notes:
[1] Full-time faculty include tenure-track and non-tenure-track faculty.
[2] Excludes graduate teaching assistants.

New Mexico
Teacher Education Accountability Report
November 2008
New Mexico Highlands University

Institution and College Profile

Overview:

New Mexico Highlands University is a diverse comprehensive quality university serving the global community by integrating education, research, public service, and economic development, while celebrating our distinctive Northern New Mexico cultures and traditions. We achieve this through a university-wide commitment to quality student-centered education, recognition of the growing importance of the Spanish language to our nation's interests, and an acknowledgement to our many responsibilities to residents of Northern New Mexico as the principal educational institution in the region.

2008 New Mexico
Teacher Education Accountability Report
Teacher Preparation Indicators/Outcome Measures

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

Indicator 1 Table. Demographic Data
2007-2008 Academic Year
(Summer 2007, Fall 2007, and Spring 2008)

NMPED Approved Programs	Number Undup. Enrollments	Male	Female	Number of Undup. Enrollments	White, non-Hisp.	Hispanic	Native American	African American	Asian/ Pacific Islander	Not Reported /Other
Early Childhood Educ.										
Elementary Educ.	67	20	47	67	28	29	2	4	0	4
Secondary Educ.	68	30	38	48	34	4	0	5	0	5
Special Educ.	51	25	26	51	23	16	3	5	0	4
Ed. Admin	7	4	3	7	1	2	0	0	0	4
Bilingual	2	1	1	2	2	0	0	0	0	0
Total	195	80	115	175	88	51	5	14	0	17
Percent	100.0%	41.0%	59.0%	100.0%	50.3%	29.1%	2.9%	8.0%	0%	9.7

Source: NMHU

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

Indicator 2 Table. Standard for Entry/Exit
2007-2008 Academic Year

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME	Eng 111,112 with C or better GNED 201 with C or better GNED 251 with S SPED 214 with C or better NMTA BS 240 or better GPA 2.5	Student Teaching expectations completed (portfolio capstone classes (Knowledge of the Profession, Classroom Management as required) Cooperating Teacher/University Supervisor ratings FB III Report Card completed
Post-baccalaureate: Teacher Licensure	Same as above + Content area major/minor that is taught in schools	
Advanced Counseling	-Graduate School approval -3.0 GPA -Application Program -3 Letters of recommendation -Admission Interview -COUN 501, B+	-Internship evaluation -Counseling Preparation -Comprehensive Exam (CPCE)
Advanced: Educational Leadership	Graduate School approval -3.0 GPA -Application Program -3 years teaching at tier 2 -1 Letter of recommendation from a supervisor, colleague, or educator -Copy of teaching licensure or admit into alternative licensure -writing assessment approved within 6 hours	-Internship evaluation on competencies

Source: NMHU

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

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

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

Indicator 3 Table. Number of Hours for Field Placement and Student Teaching
2007-2008 Academic Year

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours [2]
UG Initial: ECE or ECME	72 (9 hrs./year x 16 weeks=144/yr=72/semester	560 (35 hrs/wk x 16 wks)	
UG Initial: ELEM	70 in 2 courses	560	
UG Initial: SEC ED	70 in 2 courses	560	
UG Initial: SPED	70 in 2 courses	560	
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	70 in 2 courses	560	
Post –Baccalaureate	See Program as above	560	
Advanced: Counseling		Not Available	
Advanced: Education Leadership		Not available	

Source: NMHU

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

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

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

Indicator 4a Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Standard Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	Career	3.4	N/A	N/A	206
Graduate	Career	Not Avail.			Not Avail.

Source: NMHU

Notes:
* Act/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.

Indicator 4b Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate					
Graduate					

Source: NMHU

Notes:
* ACT/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.
[3] Alternative licensure candidates record the cumulative GPA of the highest degree earned.

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

Indicator 5 Table. Number and Percentage of Candidates Admitted and Enrolled 2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Licensure Type	Number of Candidates Admitted and Enrolled 2007-2008 Academic Year	Number of Title II or Program Completers 2006-2007 Academic Year	Proportion (Percent) of Program Completers to Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate	150	124	80%
Advanced Licensure: Counseling	Not available	Not available	Not available
Advanced Licensure: Ed Leadership	Not available	Not available	Not available

Source: NMHU

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

Indicator 6 Table. Number and Types of Degrees
2007-2008 Academic Year (Fall 2007, Spring 2008)

NMPED Approved Programs	Bachelors	Masters
Early Childhood/ Early Childhood Multicultural Education	21	Not available
Elementary Education	66	Not available
Secondary Education	13	Not available
Special Education	27	Not available
K-12 (e.g., Art Ed, Music Ed, Physical Ed)	90	Not available
Advanced: Counseling		151
Advanced: Education Leadership		111

Source: NMHU

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

Indicator 7 Table. Placement Practices
2007-2008 Academic Year

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME	-Accredited School -Teacher in Good standing -Must observe all levels (ECH, Elem, Mid & High School, Special Education	-State Accredited School -Teacher in good standing -Match in discipline and level	-State accredited school -3 year licensed teacher _Teacher in good standing -Match in discipline/program/level -Principal approval	
UG Initial: ELEM	SAME AS ECE	SAME AS ECE	SAME AS ECE	SAME AS ECE
UG Initial: SEC ED	SAME AS ECE	SAME AS ECE	SAME AS ECE	SAME AS ECE
UG Initial: SPED	SAME AS ECE	SAME AS ECE	SAME AS ECE	SAME AS ECE
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Post - Baccalaureate		Same as above		
Advanced: Counseling				Not available
Advanced: Education Leadership				Not available

Source: NMHU

2008 New Mexico
Teacher Education Accountability Report
Evaluation Plan Objectives

The teacher education accountability report shall include an **evaluation plan** that includes high performance objectives. The plan shall include objectives and measures for increasing student achievement, teacher retention, increasing the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on first attempts, increasing the pipeline for math and science teachers, and determining an effective funding formula to support these objectives.

Objective # 1: The central purpose of a seamless PK-20 education system is to increase student achievement.

NMHU directly supports increased student achievement in the PK-20 system by:

Ben Lujan Leadership and Public Policy Institute Updates

1. In collaboration with the CESDP, staff developed for the first time a Policy Strand at the 16th Annual Back to School Family Institute that was well attended by participants from across the state. Senator Mimi Stewart was invited to unveil the findings of the American Institute of Research relative to the NM state funding formula for public schools.

2. We provided support for one NMHU student to participate in the Summer Institute sponsored by the Woodrow Wilson Public Policy Institute at Princeton University.

3. We provided the needed support for five NMHU graduate students and one faculty member to attend the International Symposium n Global Warming organized by the Alliance to Harness Global Opportunity. The students and faculty were honored at a luncheon on campus where they presented on related specific projects they are engaged in.

4. We conducted four major leadership training sessions for NMHU student groups including the Student Senate.

5. We commissioned two major research projects of statewide importance.

    - New Mexico Language Access: A NM Civil Rights Imperative completed by the Southwest Center for Linguistic and Cultural Competency and,

    - The New Mexico Funding Formula: Implications for Rural Schools and Communities completed by the Rural School and Community Trust

6. We supported the participation of two NMHU students who were invited to attend a symposium organized by the organization Americans for Informed Democracy. The theme of the symposium held in San Francisco was; “Re-Engaging the World: U.S. and Foreign Policy Imperatives.”

7. The Ben Lujan Institute became one of the Founding Members in April of the Rural School Innovation Network, an alliance of rural education advocates working to improve policy for rural places.

8. We created and convened the Ben Lujan Education Leadership Fellows, a cohort of 11 teacher leaders from across northern NM who are currently engaged in coursework leading to the MA degree in Educational Leadership from NMHU. The Institute pays for tuition and

books for the cohort of Fellows and courses are sequenced and arranged by faculty at NMHU's Santa Fe Center.

9. The Institute was invited and became an Associate Member of the Northern New Mexico Network, a network of 28 NM school districts. The Network's mission is to be an advocate and catalyst for the improvement of education for all children in NM. Dr. Paul Martinez, Ben Lujan Institute Executive Director also organized a first-ever meeting between an NMHU President (President Fries) and the Director of the Northern Network, Mr. Carlos Atencio.

10. In collaboration with the NM Acequia Association, Institute staff organized a Regional Land and Water Institute on main campus tiled; Honoring our Legacy: Planting Seeds for the Future. Over 100 people from across NM participated including numerous community leaders and advocates.

11. We supported the creation of a Youth Entrepreneurship Curriculum and provided scholarships to winners of the statewide competition for Exemplary Business Plans by Youth at the Governor's Summit on Economic Development.

12. In collaboration with VP Bill Taylor and Chief Economist of NM Walt Grasier, we supported the creation of the NMHU Government Fiscal Management Center. The mission of this initiative is to provide high quality technical assistance in financial management to state and local governments across NM. We also funded four NMHU graduate student interns to work on this project at the Division of Finance and Administration in Santa Fe.

13. We supported financially over the summer four NMHU interns who are working in various branches of state government. One of the interns is actually working with a team of researchers in Mexico City on the reemergence of tuberculosis globally.

14. We are co-sponsoring the Fall Conference of the NM Education Network Center on November 13 and 14 and sponsoring the participation of Dr. Peter Senge, author of The Fifth Discipline and pioneer in the field of learning organizations.

15. We are co-sponsoring the National Dual Language Research Convocation in Santa Fe in November. Leading researchers in dual language from across the U.S., Canada and Australia will participate.

16. Submitted a multi-year grant proposal to the Con Alma Foundation of NM. The proposal title is: Family Medicine Residency Collaborative Training with Community Health Workers. The project will team primary care physicians in NM with community health workers in the delivery of care to Hispanic and Native American patients. The residents will enhance both their knowledge of cross cultural health care and their appreciation for the role of community health workers in their practice.

Center for the Education and Study of Diverse Populations (CESDP)

1. **Back to School Family Institute**
   On November 2007 CESDP hosted the 16th Annual Back to School Family Institute at Espanola, NM, three hundred and fifty participants attended from over 20 school districts in NM. Institute was designed to provide families, educators and community members with resources, and strategies to both increase and strengthen family community-school partnerships across NM with the ultimate goal of helping all children, youth and their families succeed in school and in Life. The Institute aimed to support parent leadership, create partnerships that helps improve school programs and climate, and influence policies that affect parental involvement programs across the state.

2. **Federal Title III Teacher Training Grant**
   Through a grant award from the U.S. Department of Education (Title III) a Master of Arts Degree and ESL endorsement program is being implemented the Espanola office of CESDP in partnership with seven high needs school districts in northern NM. Specifically the project targets services for teachers in isolated and rural school district in northern NM. After completing 2 semesters in this program, currently 30 graduate students are registered for 2 or 3 class's each at the Espanola Classroom this fall. Through supervised practicum, faculty is providing firs hand opportunities to observe the degree to which teachers provide quality services to their ELL students. While this program is in its first year of implementation, 60 teachers, over a five year period, will earn a Master of Arts degree and a state recognized endorsement in English as a Second Language.

3. **ENLACE Project Expands Across Northern NM**
   ENLACE (Engaging Latino Communities for Education) is a multi level educational program that focuses on increasing the graduation rates among students in secondary schools across the state. Northeastern ENLACE has several programs in the following schools; Espanola, Pojoaque, Santa Fe public schools and is increasing this year into 5 new sites including WEST Las Vegas, Taos, Mesa Vista, Penasco, and Northern New Mexico College where we will be starting a student support club helping students in the transition from high school into college.

4. **Youth Entrepreneurship Project**
   The Kellogg Foundation-funded Empowering the Business Spirit (EBS) Project provides support and funding for adult and youth entrepreneurs in four northern NM counties. CESDP colleagues Ron Martinez --ENLACE director, and Marcia Brenden oversee the EBS youth entrepreneurship effort by providing teacher education, youth entrepreneur camps, summer internships for students, youth entrepreneur conferences, and Youth Entrepreneur curriculum. In addition we also coordinate a statewide Youth Business Plan competition in conjunction with the annual Governor's Summit of Economic Development. This year the competition will be held October 1-3 in Tucumcari.

5. **GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)**
   The CESDP ENLACE /GEAR UP Collaborative Project, directed by Ron Martinez, is a six year federally-funded partnership grant that serves a cohort of 700 students in three school districts – Española, Pojoaque, and Santa Fe – from the time they entered 7th grade until they graduate from high school in 2011. As 10th graders this year, the students will receive GEAR UP support through tutoring, mentoring, Poetry in the Schools, leadership training, the AVDI elective, college awareness activities, and field trips. Their parents and teachers are also offered numerous educational opportunities and professional development workshops. The GEAR UP partners include New Mexico Highlands University, Santa Fe Community College, Northern NM College, the LANL Math and Science Academy, and the three school districts that are served.

6. **Parent Involvement Toolkit**
   In collaboration with the NM Public Education Department, CESDP completed the development of a parental involvement resource for educators and families titled *Working Together: School, Family, and Community Partnerships – A Toolkit for New Mexico School Communities*. Each school in New Mexico has received a copy of the Toolkit and ongoing efforts are in place to provide training and support in the use of it to support partnership efforts. 21 sites have been targeted and have received on-site training for staff and families.

7. **NM PED Title I Parent Involvement Project**
   CESDP is implementing a Title I Parental Involvement Grant through the NM Public Education Department to provide training and support to seven rural districts throughout the

state including Carizozo Municipal Schools, Cuba Independent Schools, Des Moines Independent Schools, Floyd Municipal Schools, Gadsden Independent Schools, Mesa Vista Consolidated Schools, and Peñasco Independent Schools. Each site is receiving support in meeting Title I Parental Involvement requirements, effective strategies for building family, school and community partnerships and family-friendly schools. Site staff and families are provided services through family nights and staff in-service days as well as on-site consultation.

8. **Non-traditional Careers for NM Students Project**
   CESDP is assembling a packet of resources and materials for the NM PED that will be distributed to all 89 NM school districts as well as 400 counselors in New Mexico high schools. The packet will contain CDs, DVDs, brochures and informational resources which encourage gender healthy schools in NM and encourage high school students to choose nontraditional careers* for their gender.

9. **Southwest Educational Development Lab (SEDL) Technical Assistance Centers**
   The Southeast Comprehensive Center (SECC) and the Texas Comprehensive Center (TXCC) are programs funded through the US Department of Education and managed by SEDL. Both are charged with building the capacity of state departments of education to meet the goals of NCLB in the states they represent. Texas is proving support through a Working Systemically approach for districts and schools engaged in school improvement. The SECC, which represents five states, has the same objectives of increasing the capacity to meet the goals of NCLB while tailoring the work to each state's individual needs.

10. **Statewide Technical Assistance Center—Key Strategies for Developing Academic Language**
    This brand new initiative funded by the NM Legislature and effective July 1st, , provides direct technical assistance and professional development to 5 middle schools throughout New Mexico (Rio Rancho, Santa Rosa, Cochiti…possibly Jemez Valley and Tularosa) designated as either School Improvement I, School Improvement II, or Corrective Action in the School Improvement Cycle. The approach to supporting each site is two-fold: Provide support to school administrators and school leaders to ensure programs are aligned to EPSS goals and objectives; provide support for parent involvement and outreach; to ensure professional development is aligned to both teacher and student needs. Provide staff professional development and training: The instructional focus of the partnership will be to provide teachers and administrators with researched-based instructional strategies proven effective for all learners and across all content areas (Marzano, 2002). The project also focuses on providing strategies and techniques for teachers to enhance the level of the academic English language discourse used in the classroom, the language of *academics* used during content instruction and in textbooks (Bailey, 2006, Kinsella, 2006, Short, 2002, Zwiers, 2008).

11. **CESDP Contracted Services Projects**

    We provide contractual services to Clovis, Portales, and Pojoaque school districts. The focus of the work is on providing administrative support to district leadership and principals aligning professional development to both EPSS and student and teacher need.

    The Clovis work includes providing support to 2 middle schools and the freshman campus at the secondary level; and at the elementary level support is provided to 4 elementary schools that have high numbers of English Language Learners. The instructional focus is on providing professional development to teachers and administrators on Sheltered Instruction practices, Cultural Competence, Language Acquisition, Research-based strategies and techniques, and parent/family involvement out reach.

The Portales work includes: 1 elementary, 1- 6th grade campus, and the high school. The focus of the technical assistance and professional development mirrors the support in Clovis. The district superintendent and district level administrators are committed to providing teachers with strategies and technique to better serve culturally and linguistically different students and families.

The work with the Pojoaque District will entail providing targeted technical assistance and professional development to district leaders and teachers around Sheltered English instructional strategies for ELLS and based on CESDP's model called the High Quality Sheltered Instruction Model.

Northeastern Region's Northern New Mexico Network for Rural Educators

The regional collaboration between New Mexico Highlands University and the Northeastern Region's Northern New Mexico Network for Rural Educators serves as a great resource for the School of Education. This collaborative effort identifies professional development needs, seeks to match resources to needs, and provides a forum for school districts to discuss P-20 staff development issues. The network is housed within the Teacher Education Center at the main campus of New Mexico Highlands University.

Upward Bound NMHU

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; high school students from families in which neither parent holds a bachelor's degree; and low-income, first-generation military veterans who are preparing to enter postsecondary education. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. NMHU Upward Bound serves 150 students for fall and spring semesters and 75 students for our six week summer component.

NMHU/RURAL NORTHERN NEW MEXICO/GEAR UP PROJECT

- Funded by US Department of Education ~$6m, beginning academic year 2007/2008.
- Work with ~1200 middle school students, teachers and administrators in 22 school districts until graduation in the year 2013 using a cohort model beginning at the 7th grade.
- Focus on developing basic skills: Reading; Math and Science and instilling a desire in the graduates to pursue a post secondary degree.
- Additional Focus: Informing parents of cohort about financial challenges and opportunities including scholarship, loan, and grant programs.
- Supports ACT test preparation beginning at the 8th grade.
- Teacher stipend is linked to student performance.
- Incentives provided to students for mastery of learning objectives in focus areas: reading, math, and science.
- Management model includes site coordinators that work with a teacher, administrator and parent to review student performance data monthly. Data is produced by the Reading, Math, and Science teacher.

Objective #2: Increasing teacher retention, particularly in the first three years of a teacher's career is critical to advancing the quality of teachers and the stability of effective education settings. Teacher

retention refers to the number of teachers who are new hires in NM schools and have been retained within that system (or any NM district) through the third and fifth years.

NMHU directly supports teacher retention and the stability of effective education settings by:

1. Federal Title III Teacher Training Grant
Through a grant award from the U.S. Department of Education (Title III) a Master of Arts Degree and ESL endorsement program is being implemented the Espanola office of CESDP in partnership with seven high needs school districts in northern NM. Specifically the project targets services for teachers in isolated and rural school district in northern NM. After completing 2 semesters in this program, currently 30 graduate students are registered for 2 or 3 class's each at the Espanola Classroom this fall. Through supervised practicum, faculty is providing firs hand opportunities to observe the degree to which teachers provide quality services to their ELL students. While this program is in its first year of implementation, 60 teachers, over a five year period, will earn a Master of Arts degree and a state recognized endorsement in English as a Second Language.

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- Teacher stipend is linked to student performance.
- Incentives provided to students for mastery of learning objectives in focus areas: reading, math, and science.
- Management model includes site coordinators that work with a teacher, administrator and parent to review student performance data monthly. Data is produced by the Reading, Math, and Science teacher.

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

ENMU continuously tries to improve the knowledge, skills, and dispositions of teacher candidates to best prepare them for the rigors of the NMTA subtests. The institution does this by:

- NMHU conducts courses to candidates who do not pass the NMTA for initial licensure on the first attempt.
- NMHU support test preparation with web-based preparation materials.

Objective # 4 : The percentage of secondary school classes taught by highly qualified teachers is another critical indicator of teacher quality. This means that the state must increase the percentage of secondary teachers who provide excellent instruction in core academic subject areas demonstrated 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.

Objective # 5 : The percentage of elementary school classes taught by highly qualified teachers is another critical indicator of teacher quality. This means that the state must increase the percentage of elementary teachers who provide excellent instruction in core academic subject areas demonstrated 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.

Objective # 6 - The percentage of middle school classes taught by highly qualified teachers is another critical indicator of teacher quality. This means that the state must increase the percentage of middle school teachers who provide excellent instruction in core academic subject areas demonstrated 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. (Institutions do not have this information. PED will need to report.)

Objective # 7 - Increasing the number of teachers trained in math, science, and technology: The state of NM has a critical shortage in highly qualified math and science teachers. This objective focuses on the attempts for increasing the number of teachers trained in math, science and technology. (SB211-Sec. D.6)

- New Mexico Math, Engineering, Science Achievement (M.E.S.A.)

NMHU continuously tries to increase the number of highly qualified teachers in all levels of licensure and endorsements, specifically math and science. The institution engages in the following activities.

*See objective # 2 above for the list of teacher and student outreach programs.

Objective 7 Table: Title II Licensure Program Completers: Math, Science, and Technology 2007-2008 Academic Year (Fall 2007, & Spring 2008)

Content Area	2007-2008	2008-2009	2009-2010	2010-2011
Math	2			
Science	0			
Technology	0			

Source: NMHU

2008 New Mexico
Teacher Education Accountability Report
Financial Measures

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 211 in regard to institutions that provide teacher education preparation. (SB211-Sec. E)

Financial Measures 1a Table. Instructional Support Formula Revenue Compared to Budget for 2007-2008 Academic Year

	Instructional Support Formula Revenue [1]	Adjusted Instructional Support Formula Revenue [2]	I&G Budget	Budget +/- Formula	I&G Budget as Percent of Adjusted Formula Revenue
Total University					
Total College					
Initial Licensure Programs					
Extended University Initial Licensure Programs					

Source: NMHU

[1] Instruction/instructional support formula revenues are based upon base funding year, while budgets are for the current reporting year (2007-2008). Initial licensure formula revenue and budget are estimated. They are based upon the proportion of licensure preparation SCH for the current reporting year (2007-2008) applied to the college formula revenue and budget.

[2] The formula has funding built into it for university, rather than college, academic and institutional support. The adjusted formula revenue backs out this funding.

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

Financial Measures 1b Table. Expenditures and Cost per Student Credit Hour (SCH) for 2007-2008 Academic Year [1]

	Total SCH	I&G Expenditures (without fringe benefits) [2]	Expenditures per SCH (without fringe benefits)	Total I&G Expenditures (with fringe benefits)	Expenditures per SCH (with fringe benefits)
University					
College					
Initial Licensure Programs					
Extended University Initial Licensure Programs					

Source: NMHU

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

[2] 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.

Financial Measures 1c Table. Lowest and Highest Compensation (Salary + Benefits) of Full-Time[1] and Part-Time Faculty[2] 2007-2008 (Fall 2007 and Spring 2008 Semesters)

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

Source: NMHU

Notes:
[1] Full-time faculty include tenure-track and non-tenure-track faculty.
[2] Excludes graduate teaching assistants.

New Mexico
Teacher Education Accountability Report
November 2008
New Mexico Tech

Institution and College Profile

Overview:

New Mexico Tech's teacher education program is unique in that it is an Alternative Licensure Program (ALP) that is available to both students with degrees as well as undergraduates seeking a degree in an area of math or science. It is a very small program, limited to secondary education. The program employs one full-time faculty position and one adjunct instructor. All candidates must complete 18 student credit hours (SCH) of education courses. For candidates not teaching, this includes 270 hours of field experience in both pre-student teaching and student teaching placements. Students working toward a bachelor's of science degree at New Mexico Tech must also complete an approved program in math and/or science and specified courses in American History and psychology.

The vision of the ALP at New Mexico Tech is to prepare teachers who enter the profession feeling confident they can and want to teach. They will positively influence their students, schools, communities, and profession through: their disposition to be self-motivated life long learners, thorough content knowledge, involvement in a community of active learners, and their belief that all students can learn.

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

2008 New Mexico
Teacher Education Accountability Report
Teacher Preparation Indicators/Outcome Measures

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

Indicator 1 Table. Demographic Data
2007-2008 Academic Year
(Summer 2007, Fall 2007, and Spring 2008)

NMPED Approved Programs	Number of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education									
Elementary Education									
Secondary Education	19	5	14	12	4	1	0	2	0
Special Education									
K-12 (e.g., Art Ed, Music Ed, Physical Ed)									
Counseling Education									
Educational Leadership									
Total	19	5	14	12	4	1	0	2	0
Percent	100%	26.3%	73.7%	63.2%	21.1%	5.3%	0%	10.5%	0%

Source: NMT

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

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

Indicator 2 Table. Standard for Entry/Exit
2007-2008 Academic Year

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME		
UG Initial: ELEM		
UG Initial: SEC ED		
UG Initial: SPED		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
G Initial: ECE or ECME		
G Initial: ELEM		
G Initial: SEC ED		
G Initial: SPED		
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Alternative: ECE or ECME		
Alternative: ELEM		
Alternative: SEC ED	• 2.0 GPA as an undergraduate or possess a Bachelor's degree from a regionally accredited college or university with 30 credit hours (C- or better) in a specified teaching field • Have passed basic skills tests in reading, mathematics, and writing (or have already passed the relevant college-level courses) or have passed the New Mexico Teachers Assessment (NMTA) of Basic Skills • Participate in a background check & pay associated fees	• Passed all education courses (18 SCH) with a grade of C- or better • Received a grade of a B- or better on their final portfolio, • Completed all course work required as an undergraduate: American History (3 SCH), PSY 323, Psychology of Child and Adolescent Development (3 SCH), PSY 311, Tests and Measurements (3 SCH) • Completed content course requirements as an undergraduate or 30 credit hours in a teaching field as a graduate • Maintained an overall GPA of 2.0 as an undergraduate • Demonstrated a positive disposition to continue working in the field of education • Received a Bachelor of Science Degree as an undergraduate • Passed the NMTA of Basic Skills, Content Knowledge, & Teacher Competency
Alternative: SPED		

Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Post -Baccalaureate		
Advanced: Counseling		
Advanced: Education Leadership		

Source: NMT

Key:

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

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

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

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

Indicator 3 Table. Number of Hours for Field Placement and Student Teaching
2007-2008 Academic Year

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

Source: NMT

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

New Mexico Tech requires pre-student teaching and student teaching hours for undergraduates and other candidates who are not teaching while completing the program.

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

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

Indicator 4a Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Standard Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate					
Graduate					

Source: NMT

Notes:
* Act/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.

Indicator 4b Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	mean	3.09	25	25.86	293
Graduate	mean	3.48			284

Source: NMT

Notes:
* ACT/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.
[3] Alternative licensure candidates record the cumulative GPA of the highest degree earned.

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

Indicator 5 Table. Number and Percentage of Candidates Admitted and Enrolled 2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008) And Number of Title II (Licensure) Program Completers 2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

Licensure Type	Number of Candidates Admitted and Enrolled 2007-2008 Academic Year	Number of Title II or Program Completers 2006-2007 Academic Year	Proportion (Percent) of Program Completers to Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate			
Alternative Licensure	19	4	21%
Advanced Licensure: Counseling			
Advanced Licensure: Ed Leadership			

Source: NMT

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

Indicator 6 Table. Number and Types of Degrees
2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME			
UG Initial: ELEM			
UG Initial: SEC ED			
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Alternative: ECE or ECME	NA[1]	NA[1]	NA[1]
Alternative: ELEM	NA[1]	NA[1]	NA[1]
Alternative: SEC ED	NA[1]	NA[1]	NA[1]
Alternative: SPED	NA[1]	NA[1]	NA[1]
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA[1]	NA[1]	NA[1]
Post -Baccalaureate	NA[1]	NA[1]	NA[1]
Advanced: Counseling			
Advanced: Education Leadership			
Doctorates Leading to Professional Development and Continuing Education (ECE or ECME, ELEM, SED, & SPED)			

Source: NMT

Note:
[1]Alternative licensure and post-bacc programs do not grant degrees

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

Indicator 7 Table. Placement Practices
2007-2008 Academic Year

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME				
UG Initial: ELEM				
UG Initial: SEC ED				
UG Initial: SPED				
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
G Initial: ECE or ECME				
G Initial: ELEM				
G Initial: SEC ED				
G Initial: SPED				
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Alternative: ECE or ECME				
Alternative: ELEM				
Alternative: SEC ED	• Met admission criteria to ALP including background check (see Indicator 2) • Students arrange observation times with specified personnel at each of the schools in the Socorro area	• Passed prerequisite courses for EDUC 403 Methods & Practices of Secondary Teaching with a grade of C- or better • Maintained an overall GPA of 2.0 and have senior status as an undergraduate • Demonstrated a positive disposition to continue working in the field of	• Passed prerequisite courses for EDUC 411 Directed Teaching with a grade of C- or better • Maintained an overall GPA of 2.0 and have senior status as an undergraduate • Demonstrated a positive disposition to continue working in the field of education • Passed the	

		education • Passed the NMTA of Basic Skills • Placement with a level 2 or 3 teacher in the appropriate content area • Recommendation of building principal • Recommendation of ALP coordinator & instructors • Agreement on supervising teacher and ALP candidate responsibilities by all parties • Orientation meeting	NMTA of Basic Skills • Passed the NMTA of Content Knowledge • Preferably placed with the practica supervising teacher • Placement with a level 2 or 3 teacher in the appropriate content area • Recommendation of building principal • Recommendation of ALP coordinator & instructors • Agreement on supervising teacher and ALP candidate responsibilities by all parties • Orientation meeting	
Alternative: SPED				
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Post - Baccalaureate				
Advanced: Counseling				
Advanced: Education Leadership				

Source: NMT

Teacher Education Accountability Reporting System (TEARS)
Evaluation Measures/Indicators

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

New Mexico Tech (NMT) provides the following strategies and measurements in response to state-mandated objectives.

Objective #1: The central purpose of a seamless PK-20 education system is increasing student achievement.

Strategy: NMT supports and participates in many activities that involve public school students, grades K-12. Their goals are to promote interest in science, technology, engineering, & mathematics (STEM), increase student learning and encourage continued education.

- **Summer Mini-Courses**: a one week opportunity for sophomores, juniors, and seniors to be college students, learn more about science or engineering and in the process earn one college credit.
- **Research at Tech Day**: New Mexico Tech invites prospective students and their families to explore cutting-edge research on campus on President's Day each year.
- **Engineering Weekend**: high school students and their parents are invited to explore new and exciting activities in engineering education and research at New Mexico Tech. Participants have the opportunity to meet faculty and students, participate in educational activities, and to see the facilities and research in progress.
- **Exploration Day**: an opportunity for prospective students and their families to explore New Mexico Tech's campus in Socorro.
- **New Mexico Science Olympiad**: a competition among school teams that promotes improvement in the quality of science education, increased student interest in science, and provides recognition of outstanding achievement in science education by both students and teachers.
- **New Mexico Science & Engineering Fair**: hosted by NMT. Science and Engineering Fair programs in New Mexico encourage inquisitive students to explore their environment in a systematic, logical manner. Participation in science fair stimulates students' interest in science and technology while simultaneously promoting the development of the life skills of communication, decision making, evaluation of alternative solutions, and critical thinking. Recognition of students for their contributions of knowledge and hard work in science fair contributes to the enthusiasm and excitement that develops as students involve themselves in their projects.
- **Tutoring Programs**: NMT students work in area schools as tutors in various content areas and at all grade levels.
- **Performing Arts Series**: provides opportunities for area school students to enjoy professional performances (in some cases brought to the school) and participate in the National Dance Institute.

Measurement: Participation numbers are tracked, student evaluations, and numbers of participants who attend college at NMT are tracked.

Strategy: **Concurrent Enrollment** is available to qualifying high school students. Students receive dual credit and attend the courses at NMT.

Measurement: Successful completion of courses.

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

Strategy: ALP instructors serve as an on-going resource for program completers.

Measurement:

Strategy: ALP instructors consult in the public schools offering teacher training in content and pedagogy in the areas of math and science.

Measurement: Workshop evaluations.

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

Strategy: The ALP tracks the sub scores for each of the NMTA for program candidates. The sub scores indicate areas of weakness in the program. These areas are then addressed in the ALP course work.

Measurement: Increased scores on subsequent tests.

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

Objective #5: Increasing the percentage of elementary school classes taught by teachers who demonstrate by means of a high level of performance in core academic subject areas their mastery of the state academic content and performance standards.
Objective #6: Increasing the number of teachers trained in math, science, and technology.

Strategy: NMT's **Master of Science for Teachers** (MST) program offers course work in science, technology, engineering, and math (STEM) content that is designed for teachers (K-12). Teachers may enroll in distance education courses or participate in summer classes on campus or in the field. It is their objective to enhance classroom teaching and learning through the acquisition of in-depth STEM content knowledge.

Measurement: Interview school principals to determine the effectiveness of teachers who have completed the MST program; individual course and program evaluations are completed by MST students and master's candidates.

Strategy: NMT offers a **Consulting Scientist Program** which provides the public schools in the Socorro with opportunities to have scientists visit the classrooms.

Measurement: Numbers of visits are tracked and presentation evaluations.

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

Objective 1 Table: Title II Licensure Program Completers: Math, Science, and Technology 2006-2007 Academic Year (Summer 2006, Fall 2006, & Spring 2007)

	2006-2007 Baseline	2007-2008	2008-2009	2009-2010	2010-2011
Math	2				
Science	1				
Technology	1				

Source: NMT

2008 New Mexico
Teacher Education Accountability Report
Financial Measures

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 211 in regard to institutions that provide teacher education preparation. (SB211-Sec. E)

Financial Measures 1a Table. Instructional Support Formula Revenue Compared to Budget for 2007-2008 Academic Year

	Instructional Support Formula Revenue [1]	Adjusted Instructional Support Formula Revenue [2]	I&G Budget	Budget +/- Formula	I&G Budget as Percent of Adjusted Formula Revenue
Total Institution	18,268.983	15,232,678	17,965,079	2,732,401	118%
Total College [3]	219,876	183,332	364,615	181,283	198%
Initial Licensure Programs	30,434	25,376	53,185	27,809	209%
Extended University Initial Licensure Programs					

Source: NMT

[1] Instruction/instructional support formula revenues are based upon base funding year, while budgets are for the current reporting year (2007-2008). Initial licensure formula revenue and budget are estimated. They are based upon the proportion of licensure preparation SCH for the current reporting year (2007-2008) applied to the college formula revenue and budget.

[2] The formula has funding built into it for university, rather than college, academic and institutional support. The adjusted formula revenue backs out this funding.

[3] New Mexico Tech does not have a College of Education; the numbers are for the Psychology Department which houses the ALP.

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

Financial Measures 1b Table. Expenditures and Cost per Student Credit Hour (SCH) for 2007-2008 Academic Year [1]

	Total SCH	I&G Expenditures (without fringe benefits) [2]	Expenditures per SCH (without fringe benefits)	Total I&G Expenditures (with fringe benefits)	Expenditures per SCH (with fringe benefits)
Institution[4]	44,651	15,486,468	347	18,658,768	418
College[3]	1,154	280,761	243	364,746	316
Initial Licensure Programs	112	44,841	400	53,185	474
Extended University Initial Licensure Programs					

Source: NMT

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

[2] 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.

[3] New Mexico Tech does not have a College of Education; the numbers are for the Psychology Department which houses the ALP.

Financial Measures 1c Table. Lowest and Highest Compensation (Salary + Benefits) of Full-Time[1] and Part-Time Faculty[2] 2007-2008 (Fall 2007 and Spring 2008 Semesters)

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3-Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
37,604	37,604	5,372	5,372	3,392	3,392

Source: NMT

Notes:
[1] Full-time faculty include tenure-track and non-tenure-track faculty.
[2] Excludes graduate teaching assistants.

New Mexico
Teacher Education Accountability Report
November 2008
Northern New Mexico College
921 Paseo de Onate
Espanola, New Mexico

Institution and College Profile

Overview:

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

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

2008 New Mexico
Teacher Education Accountability Report
Teacher Preparation Indicators/Outcome Measures

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

Indicator 1 Table. Demographic Data
2007-2008 Academic Year
(Summer 2007, Fall 2007, and Spring 2008)

NMPED Approved Programs	Number of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education	NA								
Elementary Education	67	10	57	14	44	8	1	0	0
Secondary Education	4	2	2	2	2	0	0	0	0
Special Education	9	4	5	7	2	0	0	0	0
K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA								
Counseling Education	NA								
Educational Leadership	NA								
Total	80	16	64	23	48	8	1	0	0
Percent	100%	20.0%	80.0%	28.8%	60.0%	10.0%	1.3%	0%	0%

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

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

Indicator 2 Table. Standard for Entry/Exit
2007-2008 Academic Year

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME		
UG Initial: ELEM	• Application Form • Enrollment in good standing at NNMC • Completion of at least 55 credit hours of coursework toward BA in Elementary Education (35 credit hours of which are the College's common core • Letter of Intent • Philosophy of Education Statement • Passing score of 240 or higher on the New Mexico Assessment of Teacher Basic Skills • Assurance Form • Interview by Committee • Interview Rubric Comments and Recommendations • Letter of Acceptance • Transcripts GPA 2.5	• Enrollment in good standing at NNMC • Transcripts showing 134 credits 2.5 GPA • Passing of NMTA Content Knowledge Assessment and Teacher Competency in Elementary Education Exams • Interview by Education Committee • Successful completion of 16 week Supervised Field Experience • Exit Evaluation: Program Evaluation, Letter of Completion, Receive BA Degree in Elementary Education with Humanities and Social Sciences Major
UG Initial: SEC ED		
UG Initial: SPED		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
G Initial: ECE or ECME		
G Initial: ELEM		
G Initial: SEC ED		
G Initial: SPED		
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Alternative: ECE or ECME		
Alternative: ELEM	• Admission to NNMC • Bachelor's degree including 30 semester hours of credit in a particular field (or) Master's degree	• Enrollment in good standing at NNMC • Cumulative GPA of at least 3.0 • Completion of NMTA Basic Skills exam

	including 12 semester hours of graduate credit in a particular field (or) Doctorate in a particular field • Completion of Application • Copy of original transcripts demonstrating that the student has the education requirements to enter the program • Letter of intent • Personal philosophy of education • Two letters of recommendation • Complete an admission interview • Sign an assurance form	• Completion of 20 credit hours • Completion of the supervised field experience which includes a portfolio that provides evidence of attainment of the New Mexico teacher competencies • Completion of a graduate survey • Completion of course evaluation survey • Completion of self-assessment of program competencies (entry-level state competencies) • Completion of an exit interview • Completion of the NNMC petition to graduate
Alternative: SEC ED	• Admission to NNMC • Bachelor's degree including 30 semester hours of credit in a particular field (or) Master's degree including 12 semester hours of graduate credit in a particular field (or) Doctorate in a particular field. • Copy of original transcripts demonstrating that the student has the education requirements to enter the program • Letter of intent • Personal philosophy of education • Two letters of recommendation • Complete an admission interview • Sign an assurance form	• Enrollment in good standing at NNMC • Cumulative GPA of at least 3.0 • Completion of NMTA Basic Skills exam • Completion of 18 credit hours • Completion of the supervised field experience which includes a portfolio that provides evidence of attainment of the New Mexico teacher competencies • Completion of a graduate survey • Completion of course evaluation survey • Completion of self-assessment of program competencies (entry-level state competencies) • Completion of an exit interview • Completion of the NNMC petition to graduate
Alternative: SPED	• Admission to NNMC • Bachelor's degree including 30 semester hours of credit in a particular field (or) Master's degree	• Enrollment in good standing at NNMC • Cumulative GPA of at least 3.0 • Completion of NMTA Basic Skills exam

	including 12 semester hours of graduate credit in a particular field (or) Doctorate in a particular field. • Copy of original transcripts demonstrating that the student has the education requirements to enter the program • Letter of intent • Personal philosophy of education • Two letters of recommendation • Complete an admission interview • Sign an assurance form	• Completion of 20 credit hours • Completion of the supervised field experience which includes a portfolio that provides evidence of attainment of the New Mexico teacher competencies • Completion of a graduate survey • Completion of course evaluation survey • Completion of self-assessment of program competencies (entry-level state competencies) • Completion of an exit interview • Completion of the NNMC petition to graduate
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	
Post -Baccalaureate	NA	
Advanced: Counseling	NA	
Advanced: Education Leadership	NA	

Source: NNMC

Key:

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

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

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

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

Indicator 3 Table. Number of Hours for Field Placement and Student Teaching
2007-2008 Academic Year

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours [2]
UG Initial: ECE or ECME	NA		
UG Initial: ELEM	137	14 weeks/ 490 hours	
UG Initial: SEC ED	NA		
UG Initial: SPED	NA		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA		
G Initial: ECE or ECME	NA		
G Initial: ELEM	NA		
G Initial: SEC ED	NA		
G Initial: SPED	NA		
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA		
Alternative: ECE or ECME	NA[1]		
Alternative: ELEM	45	96	
Alternative: SEC ED	45	96	
Alternative: SPED	60	120	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA[1]		
Post –Baccalaureate	NA		
Advanced: Counseling	NA		
Advanced: Education Leadership	NA		

Source: NNMC

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

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

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

Indicator 4a Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Standard Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	On a 4.0 scale	3.3/4.0	Not required	Not required	264
Graduate	NA	NA	NA	NA	NA

Source: NNMC

Notes:
* Act/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.

Indicator 4b Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate					
Graduate	On a 4.0 scale	3.6/4.0	Not required information	Not required information	275

Source: NNMC

Notes:
* ACT/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.
[3] Alternative licensure candidates record the cumulative GPA of the highest degree earned.

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

Indicator 5 Table. Number and Percentage of Candidates Admitted and Enrolled 2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008) And Number of Title II (Licensure) Program Completers 2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

Licensure Type	Number of Candidates Admitted and Enrolled 2007-2008 Academic Year	Number of Title II or Program Completers 2006-2007 Academic Year	Proportion (Percent) of Program Completers to Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate	47	3	0.06%*
Alternative Licensure	33	27	0.81%
Advanced Licensure: Counseling	NA		
Advanced Licensure: Ed Leadership	NA		

*The first year of operation for the BA in Elementary Education was 2004, NNMC is building its student population and its program.

Source: NNMC

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

Indicator 6 Table. Number and Types of Degrees
2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME	NA		
UG Initial: ELEM	3		
UG Initial: SEC ED	NA		
UG Initial: SPED	NA		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
G Initial: ECE or ECME	NA		
G Initial: ELEM	NA		
G Initial: SEC ED	NA		
G Initial: SPED	NA		
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Alternative: ECE or ECME	NA[1]	NA[1]	NA[1]
Alternative: ELEM	NA[1]	NA[1]	NA[1]
Alternative: SEC ED	NA[1]	NA[1]	NA[1]
Alternative: SPED	NA[1]	NA[1]	NA[1]
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA[1]	NA[1]	NA[1]
Post -Baccalaureate	NA[1]	NA[1]	NA[1]
Advanced: Counseling			
Advanced: Education Leadership	NA		
Doctorates Leading to Professional Development and Continuing Education (ECE or ECME, ELEM, SED, & SPED)	NA		

Source: NNMC

Note:
[1]Alternative licensure and post-bacc programs do not grant degrees

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

Indicator 7 Table. Placement Practices
2007-2008 Academic Year

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME	Enrollment of ECE 234	Enrollment of ECE 234	Admission to Program Completion of ECE 234 Enrollment in one of the following: • ECE 235-Student Teaching: Infant/Toddler, • ECE 236-Student Teaching: Preschool, or • ECE 237-Student Teaching: Elementary Each section requires 100 clock hours with a two-week teaching component and a seminar sessions	NA
UG Initial: ELEM	Enrollment in ED 213 (Field Experience—45 clock hours)	Enrollment in the following courses: • ED 311 (Successful Classroom Strategies) 32-38 clock hours, • ED 411 (Teaching Diagnosis of Reading) 32-38 clock hours, • Ed 423 (Science and math for Educators II) 16 clock hours	Admission to Program Completion of Practicum Courses: • ED 213, ED 311, ED 422, ED 423 • Application to FTST one semester prior to placement • Passing of NMTA Basic Skills, Content Knowledge, Teacher Competency • Fingerprinting/Background • Cumulative GPA of 2.25 • Screening Interview • FTST/Mentor Orientation • Placement with a Level Three mentor, principal recommendation, or PDS school site • Three letters of recommendation • Completion of FTST packet • Enrollment of ED 480, FTST Seminar (1 semester hour) • Committee Interviews prior to placement	NA
UG Initial: SEC ED	NA	NA	NA	NA
UG Initial: SPED	NA	NA	NA	NA
UG Initial: K-12 (e.g., Art Ed,	NA	NA	NA	NA

Music Ed, Physical Ed)				
G Initial: ECE or ECME	NA	NA	NA	NA
G Initial: ELEM	NA	NA	NA	NA
G Initial: SEC ED	NA	NA	NA	NA
G Initial: SPED	NA	NA	NA	NA
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA	NA	NA
Alternative: ECE or ECME	NA	NA	NA	NA
Alternative: ELEM	NA	Admission to program Degree completion Cumulative GPA of 3.6 Enrollment in each of the following courses: • ED 401, Foundations of Education (7.5 clock hours) • ED 412, Teaching and Diagnosis of Reading (7.5 clock hours) • ED 492, Assessment and Evaluation of Student Learning (15 clock hours) • ED 493, The Integrated Elementary Classroom (15 clock hours)	Admission to Program Completion of Practicum Courses: • ED 401, ED 412, ED 492, ED 493 • Fingerprinting/Background • Cumulative GPA of 3.6 • Enrollment of ED 496L, Supervised Field Experience (96 hours) with seminars included. A two-week full time student teaching component is included	NA
Alternative: SEC ED	NA	Admission to program Degree completion Cumulative GPA of 3.6 Enrollment in each of the following courses: • ED 401, Foundations of Education	Admission to Program Completion of Practicum Courses: • ED 401, ED 462, ED 474, ED 492 • Fingerprinting/Background • Cumulative GPA of 3.6 • Enrollment of ED 498L, Supervised Field Experience (96 hours) with seminars included. A two-week full time student	NA

		(7.5 clock hours) • ED 462, Reading and Writing Across the Curriculum (7.5 clock hours) • ED 474, Methods and Materials in Secondary Education (15 clock hours) • ED 492, Assessment and Evaluation of Student Learning (15 clock hours)	teaching component is included	
Alternative: SPED	NA	Admission to program Degree completion Cumulative GPA of 3.6 Enrollment in each of the following courses: • ED 401, Foundations of Education (7.5 clock hours) • ED 465, Reading for Special Learners (15 clock hours) • ED 480, Curriculum Methods & Materials for Special Education (15 clock hours) • ED 485, Teaching Reading in Special Education (15 clock hours)	Admission to Program Completion of Practicum Courses: • ED 401, ED 465, ED 480, ED 485 • Fingerprinting/Background • Cumulative GPA of 3.6 • Enrollment of ED 497L, Supervised Field Experience (96 hours) with seminars included. A two-week full time student teaching component is included	NA
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA	NA	NA

Post - Baccalaureate	NA	NA	NA	NA
Advanced: Counseling	NA	NA	NA	NA
Advanced: Education Leadership	NA	NA	NA	NA

Source: NNMC

Teacher Education Accountability Reporting System (TEARS)
Evaluation Measures/Indicators
Northern New Mexico College
College of Education

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

The College of Education at NNMC provides the following strategies and measurements in response to state-mandated objectives.

Objective #1: The central purpose of a seamless PK-20 education system is increasing student achievement.

NNMC pursues a range of initiatives that support a seamless PK-20 education system in the interest of increasing student achievement. Each program emphasizes achievement in student learning, retention and completion of programs or entrance into the college for post secondary study. PK-20 efforts at NNMC depend on partnerships of mutual benefit for students and institutions.

Northern New Mexico College P-20 Initiatives

Dual Credit Program

NM Legislature, Regional Education Cooperative II, Northern New Mexico College- This partnership, in compliance with regulation, has identified and is offering 529 courses that can be taken by students for dual credit. Partner schools include Jemez Mountains, Chama Valley, Dulce, Peñasco, Mesa Vista, Santa Fe Indian School, Questa and Cuba. Currently, NNMC is in the process of formalizing Dual Credit partnerships with Espanola, Pojoaque, Taos and Santa Fe Schools. *SY 06-07 showed a population of 212 in this program with 233 students as the three year average.*

State and Federal Grant Supported P-20 Initiatives

NM Legislature, Northern Pueblo Institutes – This special project funded by NM Legislature is an academic outreach activity of NNMC. Northern Pueblo Institutes holds regular meetings with the Indigenous Language Teachers of the Espanola and Penasco School Districts.

NM Legislature, Northern New Mexico Math and Science Academy- In partnership with Los Alamos National Laboratory, this initiative provides professional development for classroom teachers across the region. Professional development is focused on the areas of math and science. *SY 07-08, MSA served 200 teachers in Espanola, Taos, Mora, Chama, and Pojoaque school districts.* ***Measurement: Classroom results on the NM SBA. The data from SY -07-08 shows significant improvement in mathematics.***

US DOE Office of English Language Acquisition- The Esperanza Project at NNMC is increasing the number and quality of ELL teachers in the districts of northern New Mexico. The Esperanza Project supports both in-service and pre-service teachers. *SY 08-09, there are 12 students participating in the project.* ***Measurement: Students are measured on language use and classroom practice according to College of Education developed rubrics and assessment tools.***

STEM Programs Administered/Managed by College of Engineering that involve both high school and college level students:

LANL STEM Academy - This program aims to recruit more high school students into STEM fields by supporting concurrent enrollment in at least one STEM course with all tuition and book expenses paid. STEM career information and internships are made available to students in the program. *SY 07-08 there were 15 students in the Academy, with 15 students currently in for SY 08-09.*

Title V-MSEIP Program - This program promotes recruitment & retention of STEM students (concurrent and college level), strengthens instructional infrastructure of STEM programs and funds STEM faculty development. *Summer 08, the first STEM CAMP, there were 46 high school students who started the program and 39 students who completed.*

NSF ASPIRE Program - This program serves concurrent and college level students at risk in STEM through mentoring and tutoring groups, provides career counseling to STEM students, and sponsors summer programs for recruitment and community outreach in STEM fields.

Measurement: Follows guidelines of the grant awarding entity, reflecting student learning and achievement; retention and completion of program; entrance to college and retention/completion in college.

Northern New Mexico College P-20 Initiatives

NNMC Children's College- offers a summer academic and recreational program for students Pre- K through First Grade. *Summer 08, there were 28 children served by the program.* ***Measurement: customer satisfaction survey.***

NNMC Child Development Center – The center provides academic and child care support to students and staff. The center has programs for children ages 3-5, in a setting that is accredited through the National Association for the Education of Young Children. *The Center serves 28 children each semester.* ***Measurement: Customer satisfaction and readiness surveys.***

First Born – This partnership with Los Alamos National Laboratory Foundation and University of New Mexico offers Early Childhood Education practitioners credit through Northern New Mexico College for a program entitled Mind in the Making. *This program serves 40 practitioners.* ***Measurement: Program measurements for parent education, long term surveys for impact on child development.***

Advocates for Children in Espanola- ACE is a coalition of early childhood education providers and practitioners in the greater Espanola valley. ACE is a community grassroots effort spawned from the Kellogg Foundation project that was in place for three years, SPARK (Support Partners Assuring Ready Kids). NNMC provides Core Team decision making leadership and a meeting place for this coalition. ***Measurement: Community surveys on the impact of preschool education on students entering Kindergarten.***

Educational Assistant Professional Development- The College of Education offers ongoing professional development in Mathematics for teacher assistants in area schools. *This program served 35 education assistants in SY 07-08.* ***Measurement: Connected to the Math SBA scores for schools, and correlated to classrooms in which there are assistants who have attended this class.***

Northern-Espanola Technology Support- this partnership with area school districts, Los Alamos National Laboratory Foundation and NNMC provides professional development for teachers in the integration of technology across the curriculum. *This program developed 180 teachers in during SY 07-*

08. ***Measurement: Teacher use of technology across the curriculum is measured by teacher surveys following professional development.***

Professional Development Academy- in partnership with the Espanola School District, professional development courses are conducted with the purpose of assisting teachers to develop skills and knowledge required for optimal teaching performance. *This program is in its first year of implementation, currently serving 20 teachers.* ***Measurement: Classroom scores on NM SBA.***

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

USDOE Teacher Quality Enhancement Program/Recruitment –

- In partnership with the Northern Network of Rural School Districts, the TQEP/R provides support for Future Educators of America Clubs in the following schools: Espanola Valley High, Taos Middle and High, Dulce Middle and High, Cimmaron High, Springer High, Los Alamos High, Mesa Vista High, Las Vegas City High, Jemez Mountains 7-12, Escalante High, Pojoaque High, Peñasco High. Northern will host the annual NM Future Educators of America conference in 2008. *SY 07-08 15 Future Educator of America clubs were established.*
- The partnership also provides Professional Development Schools training and support for Los Alamos, West Las Vegas, Espanola and Taos School Districts. *SY 07-08, 5 PDS sites were established and training for 20 Master Mentor Teachers was initiated.*
- Northern's College of Education provides support in evaluating teachers in the Espanola Public Schools participating in the Teacher Incentive Fund program.

  Measurement: Programs are measured according to metrics set up by the grant awarding entity and follow guidelines and rubrics set up by NNMC College of Education for the development of teacher candidate practice.

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

Strategy – Prior to each semester's test dates for the NMTA Basic Skills assessment, the COE at Northern offers a class for review and preparation of concepts that are assessed through the NMTA. ***Measurement – NMTA scores of candidates who participate in workshops, course work and supplemental instruction first-attempt and subsequent scores are tracked and compared.***

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

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

Strategy: Continue to offer a rigorous curriculum for elementary school teachers who are required to take enough courses in science, language arts, and social studies to allow them to reach highly qualified status on their entry level licensure.

Measurement: Student enrollment will be tracked and licensure surveys will be taken of graduates.

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

Strategy – Increase the number of teacher trained in science and math by offering a curriculum that is rich in science and math content courses, so that students graduate and qualify for highly qualified status in K-8 licensure.
Measurement –Enrollment in these courses is tracked, and students are advised to reach for this status on their licensure.

Strategy – Continue to offer alternative licensure programs in Special, Elementary and Secondary Education.
Measurement – Enrollment and number of program completers in these programs are tracked.

Strategy- Continue to support the work of Northern New Mexico Math and Science Academy and its partnership with New Mexico State University to provide access to graduate school education for in-service teachers resulting in a Masters of Arts in Teaching Math and Science.
Measurement—College enrollment, completion of program, tracking resulting Level III licenses.

Objective 6 Table: Title II Licensure Program Completers: Math, Science, and Technology 2006-2007 Academic Year (summer 2006, Fall 2006, & Spring 2007)

	2006-2007 Baseline	2007-2008	2008-2009	2009-2010	2010-2011
Math	NA				
Science	NA				
Technology	NA				

Source: NNMC

2008 New Mexico
Teacher Education Accountability Report
Financial Measures

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 211 in regard to institutions that provide teacher education preparation. (SB211-Sec. E)

Financial Measures 1a Table. Instructional Support Formula Revenue Compared to Budget for 2007-2008 Academic Year

	Instructional Support Formula Revenue [1]	Adjusted Instructional Support Formula Revenue [2]	I&G Budget	Budget +/- Formula	I&G Budget as Percent of Adjusted Formula Revenue
Total University					
Total College	243,470	204,027	488,551	+	42%
Initial Licensure Programs					
Extended University Initial Licensure Programs					

Source: NNMC

[1] Instruction/instructional support formula revenues are based upon base funding year, while budgets are for the current reporting year (2007-2008). Initial licensure formula revenue and budget are estimated. They are based upon the proportion of licensure preparation SCH for the current reporting year (2007-2008) applied to the college formula revenue and budget.

[2] The formula has funding built into it for university, rather than college, academic and institutional support. The adjusted formula revenue backs out this funding.

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

Financial Measures 1b Table. Expenditures and Cost per Student Credit Hour (SCH) for 2007-2008 Academic Year [1]

	Total SCH	I&G Expenditures (without fringe benefits) [2]	Expenditures per SCH (without fringe benefits)	Total I&G Expenditures (with fringe benefits)	Expenditures per SCH (with fringe benefits)
University					
College	38,903		4,641.035	4,836,468	124.32
Initial Licensure Programs	1,244		127,267	136,586	110
Extended University Initial Licensure Programs					

Source: NNMC

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

[2] 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.

Financial Measures 1c Table. Lowest and Highest Compensation (Salary + Benefits) of Full-Time[1] and Part-Time Faculty[2] 2007-2008 (Fall 2007 and Spring 2008 Semesters)

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3-Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
Teacher Ed					
44,715	54,298	1,490.50	1,809.93	603.17	690
All NNMC					
29,142	60,353	603.17	690	603.17	690

Source: NNMC

Notes:
[1] Full-time faculty include tenure-track and non-tenure-track faculty.
[2] Excludes graduate teaching assistants.

New Mexico
Teacher Education Accountability Report
November 2008

Western New Mexico University
School of Education

Institution and School Profile

University Mission

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

School Mission

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

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

The School of Education offers undergraduate and graduate degrees and programs in teacher education at the initial level in: Early Childhood Education; Elementary Education; Secondary Education Movement Science K-12 Pedagogy; Career and Technical Teacher Education; Special Education and Double Major Degrees in: Elementary Education and Music; Secondary Education and Art**;** Secondary Education and Math; Secondary Education and Music; Secondary Education and Science with Biology and/or Physical Science Concentrations and at the advanced level in: Elementary, Secondary, Special Education, Reading, Counseling, Educational Leadership, and School Psychology. All of our programs are state and nationally NCATE accredited and we have received national recognition. We received the American Association of Colleges for Teacher Education (AACTE) Best Practice Award in Support of Teacher Education Quality and Accountability.

2008 New Mexico
Teacher Education Accountability Report
Teacher Preparation Indicators/Outcome Measures

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

Indicator 1 Table. Demographic Data
2007-2008 Academic Year
(Summer 2007, Fall 2007, and Spring 2008)

NMPED Approved Programs	Number of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education	3	0	3	2	1	0	0	0	0
Elementary Education	23	0	23	10	13	0	0	0	0
Secondary Education	23	10	13	14	7	0	0	0	2
Special Education	19	5	14	7	8	1	0	0	3
K-12 (e.g., Art Ed, Music Ed, Physical Ed)	0	0	0	0	0	0	0	0	0
Counseling Education	34	6	28	11	7	14	0	0	2
Educational Leadership	55	17	38	25	6	13	1	2	8
Total	157	38	119	69	42	28	1	2	15
Percent	100%	24.2%	75.8%	43.9%	26.8%	17.8%	0.6%	1.3%	9.6%

Source: WNMU

Note: Please note that we have many students that are ENROLLED; not yet admitted, which precludes our counting the enrolled students in this table.

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

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

Indicator 2 Table . Standard for Entry/Exit
2007-2008 Academic Year

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME	• An Associate Degree from an accredited institution or at least 45 hours toward degree completed with a 2.5 gpa • Completion of EDUC 311 Foundations of Education with a C or better • Completion of Eng 101, 102, Psy 102, Comm 110 and a general education math course with a grade of C or better • Completion of teacher education application to include: --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" --completed background check from the NM Public Safety Department • Taken and passed NMTA Basic Skills Test • Successful completion of Professional Behaviors and Dispositions Assessment	• Successful completion of the following: -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
UG Initial: ELEM	• An Associate Degree from an accredited institution or at least 45 hours toward degree completed with a 2.5 gpa • Completion of EDUC 311 Foundations of Education with a C or better • Completion of Eng 101, 102, Psy 102, Comm 110 and a general education math course with a grade of C or better • Completion of teacher education application to include: --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" --completed background check from the NM Public Safety Department • Taken and passed NMTA Basic Skills Test • Successful completion of Professional Behaviors and Dispositions Assessment	• Successful completion of the following: -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
UG Initial: CTTE	• An Associate Degree or 45 hours in an applied technology/technical area with a 2.5 gpa • Completion of EDUC 311 Foundations of Education with a C or better • Completion of Eng 101, 102, Psy 102, Comm 110	• Successful completion of the following: -- required coursework with no grade lower than a C --Professional Portfolio

	and a general education math course with a grade of C or better • Completion of teacher education application to include: --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" --completed background check from the NM Public Safety Department --endorsement by appropriate academic department faculty • Taken and passed NMTA Basic Skills Test • Successful completion of Professional Behaviors and Dispositions Assessment	--Case, Study Video Lesson Analysis and Action Learning Project --Professional Behaviors and Dispositions Assessment • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
UG Initial: SEC ED	• An Associate Degree from an accredited institution or at least 45 hours toward degree completed with a 2.5 gpa • Completion of EDUC 311 Foundations of Education with a C or better • Completion of Eng 101, 102, Psy 102, Comm 110 and a general education math course with a grade of C or better • Completion of teacher education application to include: --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" --completed background check from the NM Public Safety Department --endorsement by appropriate academic department faculty • Taken and passed NMTA Basic Skills Test • Successful completion of Professional Behaviors and Dispositions Assessment	• Successful completion of the following: -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
UG Initial: SPED	• An Associate Degree from an accredited institution or at least 45 hours toward degree completed with a 2.5 gpa • Completion of EDUC 311 Foundations of Education with a C or better • Completion of Eng 101, 102, Psy 102, Comm 110 and a general education math course with a grade of C or better • Completion of teacher education application to include: --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" --completed background check from the NM Public Safety Department • Taken and passed NMTA Basic Skills Test • Successful completion of Professional Behaviors and Dispositions Assessment	• Successful completion of the following: -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
UG Initial: K-	• An Associate Degree from an accredited	• Successful completion of

12 (e.g., Art Ed, Music Ed, Physical Ed)	institution or at least 45 hours toward degree completed with a 2.5 gpa • Completion of EDUC 311 Foundations of Education with a C or better • Completion of Eng 101, 102, Psy 102, Comm 110 and a general education math course with a grade of C or better • Completion of teacher education application to include: --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" --completed background check from the NM Public Safety Department --endorsement by appropriate academic department faculty • Taken and passed NMTA Basic Skills Test • Successful completion of Professional Behaviors and Dispositions Assessment	the following: -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
G Initial: ECE or ECME	No degree offered in this area	No degree offered in this area
G Initial: ELEM	• Bachelor's or Master's Degree • 3.0 gpa • NMTA Basic Skills Test taken and passed • Completion of teacher education application to include: --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" • Successful completion of Professional Behaviors and Dispositions Assessment	• Successful completion of the following: -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project or Action Research Project (Gallup) --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES) • Satisfactory scores on Exit Exam
G Initial: CTTE	No degree offered in this area	No degree offered in this area
G Initial: SEC ED	• Bachelor's or Master's Degree • 3.0 gpa • NMTA Basic Skills Test taken and passed • Completion of teacher education application to include: --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" Successful completion of Professional Behaviors and	• Successful completion of the following: -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project or Action Research Project (Gallup) --Professional Behaviors

	Dispositions Assessment	and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES) • Satisfactory scores on Exit Exam
G Initial: SPED	• Bachelor's or Master's Degree • 3.0 gpa • NMTA Basic Skills Test taken and passed • Completion of teacher education application to include: --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" Successful completion of Professional Behaviors and Dispositions Assessment	• Successful completion of the following: -- required coursework with no grade lower than a C --Professional Portfolio --Case, Study Video Lesson Analysis and Action Learning Project or Action Research Project (Gallup) --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES) • Satisfactory scores on Exit Exam
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	No degree offered in this area	No degree offered in this area
Alternative: ECE or ECME	No degree offered in this area	No degree offered in this area
Alternative: ELEM	• Bachelor's or Master's Degree with 30 hours in content teaching area (Option 1 or 2) • Employed by an accredited school with an approved mentorship program (Option 1 or 2) • 3.0 gpa (Option 2) • NMTA Basic Skills Test taken and passed • Completion of teacher education application to include: --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" --Public Safety Department	• Successful completion of the following: -- required coursework with no grade lower than a C --Professional Portfolio with required elements for State Licensure proving all licensure competencies have been met --Case, Study Video Lesson Analysis and Action Learning Project or Action Research Project (Gallup)

	Records Check • Successful completion of Professional Behaviors and Dispositions Assessment • Completion of Professional Development Plan (Gallup)	--Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
Alternative: SEC ED	• Bachelor's or Master's Degree with 30 hours in content teaching area (Option 1 or 2) • Employed by an accredited school with an approved mentorship program (Option 1 or 2) • 3.0 gpa (Option 2) • NMTA Basic Skills Test taken and passed • Completion of teacher education application to include: --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" --Public Safety Department Records Check • Successful completion of Professional Behaviors and Dispositions Assessment Completion of Professional Development Plan (Gallup)	• Successful completion of the following: -- required coursework with no grade lower than a C --Professional Portfolio with required elements for State Licensure proving all licensure competencies have been met --Case, Study Video Lesson Analysis and Action Learning Project or Action Research Project (Gallup) --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
Alternative: SPED	• Bachelor's or Master's Degree with 30 hours in content teaching area (Option 1 or 2) • Employed by an accredited school with an approved mentorship program (Option 1 or 2) • 3.0 gpa (Option 2) • NMTA Basic Skills Test taken and passed • Completion of teacher education application to include: --completed degree plan --three letters of recommendation --brief educational autobiography addressing, "why teach?" --Public Safety Department Records Check • Successful completion of Professional Behaviors and Dispositions Assessment Completion of Professional Development Plan (Gallup)	• Successful completion of the following: -- required coursework with no grade lower than a C --Professional Portfolio with required elements for State Licensure proving all licensure competencies have been met --Case, Study Video Lesson Analysis and Action Learning Project or Action Research Project (Gallup) --Professional Behaviors and Dispositions Assessment --NMTA Teacher Competency and Content Knowledge tests (where

		appropriate) • Satisfactory scores on Developmental Progress Report and Summative Evaluation • Completion of Exit Survey (EBI-TEES)
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	No degree offered in this area	No degree offered in this area
Post - Baccalaureate		
Advanced: Counseling	• Bachelor's degree • 3.0 GPA • Letters of recommendation • Writing Sample • Admission Interview • Disclosure of Illegal/Unethical Activity • Completion of COUN 501 • Degree Plan • Successful completion of Professional Behaviors and Dispositions Assessment	• Successful completion of the following: --required coursework with a 3.0 GPA --COUN 582 Advanced Internship --Professional Behaviors and Dispositions Assessment during COUN 582 --Professional Portfolio and Professional Development Plans (Gallup) • Pass Exit Examination: CPCE, Praxis or Comps
Advanced: Education Leadership	• Bachelor's degree • 3.0 GPA • Letters of recommendation • Resume or Vita • Career Goal Essay • Criminal Disclosure Form • Successful completion of Professional Behaviors and Dispositions	• Successful completion of the following: --EDL 581-582 Internship --Comprehensive Exam or --ED Admin Praxis Exam --NMTA ED Leadership Exam --Professional Portfolio --Professional Behaviors and Dispositions Assessment --Professional Development Plans (Gallup)

Source: WNMU

Key:

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

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

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

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

Indicator 3 Table. Number of Hours for Field Placement and Student Teaching
2007-2008 Academic Year

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours
UG Initial: ECE or ECME	145	680	203
UG Initial: ELEM	147	680	194
UG Initial: SEC ED	123	680	182
UG Initial: SPED	117	680	166
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	123	680	166
UG Initial: CTTE	153	680	182
G Initial: ECE or ECME	NA	NA	NA
G Initial: ELEM	147	680	191
G Initial: SEC ED	123	680	179
G Initial: SPED	69	680	163
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA	NA
Alternative: ECE or ECME	NA[1]	NA	NA
Alternative: ELEM	117	680	181
Alternative: SEC ED	93	680	169
Alternative: SPED	69	680	153
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA[1]	NA	NA
Post -Baccalaureate			54
Advanced: Counseling			450
Advanced: Education Leadership			220

Source: WNMU

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

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

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

Indicator 4a Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Standard Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	4 point	3.33			264
Graduate	4 point	3.56			284

Source: WNMU

Notes:
* Act/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.

Indicator 4b Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	*				
Graduate	4 point	3.83			278

Source: WNMU

Notes:
* WNMU's Alternative Licensure program is NOT an undergraduate program.
* ACT/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.
[3] Alternative licensure candidates record the cumulative GPA of the highest degree earned.

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

Indicator 5 Table. Number and Percentage of Candidates Admitted and Enrolled 2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008) And Number of Title II (Licensure) Program Completers 2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

Licensure Type	Number of Candidates Admitted and Enrolled 2007-2008 Academic Year	Number of Title II or Program Completers 2006-2007 Academic Year	Proportion (Percent) of Program Completers to Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate	34 Admitted 68 Enrolled	92	1.35
Alternative Licensure	20 Admitted 20 enrolled	15	.75
Advanced Licensure: Counseling	19 admitted 34 enrolled	23	.68
Advanced Licensure: Ed Leadership	31 Admitted 55 enrolled	12	.22

Source: WNMU

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

Indicator 6 Table. Number and Types of Degrees
2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME	1		
UG Initial: ELEM	20		
UG Initial: SEC ED	4		
UG Initial: SPED	5		
UG Initial: K-12 CTTE	2		
G Initial: ECE or ECME		0	
G Initial: ELEM		20	
G Initial: SEC ED		19	
G Initial: SPED		11	
G Initial: K-12			
Alternative: ECE or ECME	NA[1]		
Alternative: ELEM	NA[1]		
Alternative: SEC ED	NA[1]		
Alternative: SPED	NA[1]		
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA[1]		
Post -Baccalaureate	NA[1]	NA[1]	
Advanced: Counseling		23	
Advanced: Education Leadership		12	
Advanced: Interdisciplinary		7	
Doctorates Leading to Professional Development and Continuing Education (ECE or ECME, ELEM, SED, & SPED) WNMU is not a doctoral granting institution.			

Source: WNMU

Note:
[1]Alternative licensure and post-bacc programs do not grant degrees

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

Indicator 7 Table. Placement Practices

2007-2008 Academic Year

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Counseling/ Education Leadership Internships
UG Initial: ECE or ECME	• Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Records Check from the Public Safety Department.	• Admission to the School of Education: • Request For Field Experience Form • Travel Request • Proof of Liability Insurance • Proof of Health and Accident Insurance: • Handbook Acknowledgement Form	• A minimum of 110 hours completed toward degree • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Proof of Liability Insurance • Cumulative Grade Point Average of 2.75 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Program or shown evidence of completed TEP Application Packet • Copy of Cover Letter introducing student to a prospective school	
UG Initial: ELEM	• Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Records Check	• Admission to the School of Education: • Request For Field Experience Form	• A minimum of 110 hours completed toward degree • Contextual Knowledge and Professional	

	from the Public Safety Department.	• Travel Request • Proof of Liability Insurance • Proof of Health and Accident Insurance: • Handbook Acknowledgement Form	Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Proof of Liability Insurance • Cumulative Grade Point Average of 2.75 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Program or shown evidence of completed TEP Application Packet • Copy of Cover Letter introducing student to a prospective school	
UG Initial: SEC ED	• Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Records Check from the Public Safety Department.	• Admission to the School of Education: • Request For Field Experience Form • Travel Request • Proof of Liability Insurance • Proof of Health and Accident Insurance: • Handbook Acknowledgement Form	• A minimum of 110 hours completed toward degree • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Proof of Liability Insurance • Cumulative Grade Point Average of 2.75 or above • Copy of School of Education Degree Plan	

			• New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Program or shown evidence of completed TEP Application Packet • Copy of Cover Letter introducing student to a prospective school	
UG Initial: SPED	• Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Records Check from the Public Safety Department.	• Admission to the School of Education: • Request For Field Experience Form • Travel Request • Proof of Liability Insurance • Proof of Health and Accident Insurance: • Handbook Acknowledgement Form	• A minimum of 110 hours completed toward degree • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Proof of Liability Insurance • Cumulative Grade Point Average of 2.75 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Program or shown evidence of completed TEP Application Packet • Copy of Cover Letter introducing student to a prospective school	
UG Initial: K-12 (e.g., Art	• Confidentiality Agreement,	• Admission to the School of	• A minimum of 110 hours completed	

Ed, Music Ed, Physical Ed)	• Disclosure of Criminal Record, • Code of Ethics • Records Check from the Public Safety Department.	Education: • Request For Field Experience Form • Travel Request • Proof of Liability Insurance • Proof of Health and Accident Insurance: • Handbook Acknowledgement Form	toward degree • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Proof of Liability Insurance • Cumulative Grade Point Average of 2.75 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Program or shown evidence of completed TEP Application Packet • Copy of Cover Letter introducing student to a prospective school	
UG Initial: CTTE	• Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Records Check from the Public Safety Department.	• Admission to the School of Education: • Request For Field Experience Form • Travel Request • Proof of Liability Insurance • Proof of Health and Accident Insurance: • Handbook Acknowledgement Form	• A minimum of 110 hours completed toward degree • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Proof of Liability Insurance • Cumulative Grade Point Average of	

			2.75 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Program or shown evidence of completed TEP Application Packet • Copy of Cover Letter introducing student to a prospective school	
G Initial: ECE or ECME	NA	NA	NA	
G Initial: ELEM	• Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Records Check from the Public Safety Department.	• Admission to the School of Education: • Request For Field Experience Form • Travel Request • Proof of Liability Insurance • Proof of Health and Accident Insurance: • Handbook Acknowledgement Form	• A minimum of 30 hours completed toward degree • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Proof of Liability Insurance • Cumulative Grade Point Average of 3.0 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Program or shown evidence of completed TEP Application Packet	

			• Copy of Cover Letter introducing student to a prospective school	
G Initial: SEC ED	• Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Records Check from the Public Safety Department.	• Admission to the School of Education: • Request For Field Experience Form • Travel Request • Proof of Liability Insurance • Proof of Health and Accident Insurance: • Handbook Acknowledgement Form	• A minimum of 30 hours completed toward degree • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Proof of Liability Insurance • Cumulative Grade Point Average of 3.0 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Program or shown evidence of completed TEP Application Packet • Copy of Cover Letter introducing student to a prospective school	
G Initial: SPED	• Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Records Check from the Public Safety Department.	• Admission to the School of Education: • Request For Field Experience Form • Travel Request • Proof of Liability Insurance • Proof of Health and Accident Insurance: • Handbook Acknowledgeme	• A minimum of 39 hours completed toward degree • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current Transcript (unofficial)	

		nt Form	• Copy of Current course schedule • Proof of Liability Insurance • Cumulative Grade Point Average of 3.0 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Program or shown evidence of completed TEP Application Packet • Copy of Cover Letter introducing student to a prospective school	
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	• Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Records Check from the Public Safety Department.	• Admission to the School of Education: • Request For Field Experience Form • Travel Request • Proof of Liability Insurance • Proof of Health and Accident Insurance: • Handbook Acknowledgement Form	• A minimum of 30 hours completed toward degree • Contextual Knowledge and Professional Education courses completed prior to practice teaching • Within one class of completing first teaching field • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Proof of Liability Insurance • Cumulative Grade Point Average of 3.0 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education	

			• Program or shown evidence of completed TEP Application Packet • Copy of Cover Letter introducing student to a prospective school	
Alternative: ECE or ECME	NA	NA	NA	
Alternative: ELEM	• Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Records Check from the Public Safety Department.	• Admission to the School of Education: • Request For Field Experience Form • Travel Request • Proof of Liability Insurance • Proof of Health and Accident Insurance: • Handbook Acknowledgement Form	• Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • A minimum of 10 hours completed toward degree • Foundation and courses completed prior to practice teaching • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Proof of Liability Insurance • Cumulative Grade Point Average of 3.0 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Copy of Cover Letter introducing student to a prospective school	
Alternative: SEC ED	• Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Records Check from the Public Safety Department.	• Admission to the School of Education: • Request For Field Experience Form • Travel Request • Proof of Liability Insurance • Proof of Health	• Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • A minimum of 10 hours completed toward degree • Foundation and courses completed	

		and Accident Insurance: • Handbook Acknowledgement Form	prior to practice teaching • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Proof of Liability Insurance • Cumulative Grade Point Average of 3.0 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education • Copy of Cover Letter introducing student to a prospective school	
Alternative: SPED	• Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • Records Check from the Public Safety Department.	• Admission to the School of Education: • Request For Field Experience Form • Travel Request • Proof of Liability Insurance • Proof of Health and Accident Insurance: • Handbook Acknowledgement Form	• Confidentiality Agreement, • Disclosure of Criminal Record, • Code of Ethics • A minimum of 10 hours completed toward degree • Foundation and courses completed prior to practice teaching • Copy of Current Transcript (unofficial) • Copy of Current course schedule • Proof of Liability Insurance • Cumulative Grade Point Average of 3.0 or above • Copy of School of Education Degree Plan • New Mexico Teacher Assessment Test Results for Basic Skills • Copy of Admittance Letter to the Teacher Education	

			• Copy of Cover Letter introducing student to a prospective school	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA	NA	
Post - Baccalaureate				
Advanced: Counseling				<u>Initial Internship:</u> • admitted into the program • completed COUN 501 at least 9 credit hours in the program <u>Advanced Internship:</u> • successfully completed the beginning internship • completed at least 21 credit hours in the program
Advanced: Education Leadership				• Admitted to the program • No later than the summer before the beginning of the internship academic year, students must have completed the minimum Graduate hours required to begin the Internship (Master degree students = 8 courses/24 semester hours with 5 of the

				courses being EDL; Non-degree Certification or Licensure Only = 4 courses/12 semester hours).

Source: WNMU

Teacher Education Accountability Reporting System (TEARS)
Evaluation Measures/Indicators

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

The School of Education at Western New Mexico University provides the following strategies and measurements in response to state-mandated objectives.

Objective #1: The central purpose of a seamless PK-20 education system is increasing student achievement.

WNMU pursues a range of initiatives that support a seamless PK-20 education system in the interest of increasing student achievement. The general University PK-20 initiatives were presented to the LESC in Deming by Dr. Faye Vowell, Provost and VPAA. Those initiatives are summarized followed by some of the School of Education initiatives:

Dual Credit Initiative Strategies

- Full time dual credit coordinator who works with high school dual credit coordinators
- Installing E-Compass placement exams on high school computers and training high school coordinators to administer the exams. WNMU pays for the license. This provides convenience to the students and allows the high school counselor to know if a student is in need of remedial work in reading, writing, or math. WNMU pays for the E-Compass tests.
- Annual visits of WNMU team (VPAA, Associate VPAA, VPSA, Associate VPSA, Dual Credit Coordinator) to Superintendents of partner school districts to discuss the progress of partnership
- Annual day-long workshops to familiarize public school Dual Credit Coordinators with the goals, methods, and usefulness of Dual Credit for their students.
- Mapping the internal process for dual enrollment to identify gaps in smooth operation and strengthen the process
- Participation in the Statewide Dual Credit Committee and use of statewide Dual Credit Master Agreement
- Establishing Parents Organizations in each school to support students during dual enrollment and after they matriculate in college
- Advisors and financial aid personnel meet with students and parents of our partner school districts and assist them with filling out the FAFSA
- Meetings of high school and university faculty members in writing and math to align the curriculum.
- Summer intensive course in math and writing for recent high school graduates who test into developmental (a developmental boot camp).
- Partnering with Hidalgo County to establish the WNMU Hidalgo Learning Center. Construction to be completed in summer 2009.
- Hosting an annual summit of the Gila Instructional Consortium with representation from Reserve, Animas, Lordsburg, Quemado, Magdalena, Socorro, Cobre, Cliff, Silver and Deming schools.
- Multiple means of course delivery of dual credit classes:
    - Face to face on the Silver Campus or a WNMU learning center
    - Face to face at the high school using WNMU faculty
    - Face to face at the high school using high school faculty with the appropriate credentials to teach college level classes using the college syllabus and assessment procedures
    - Instructional television (ITV) classes

- Online (web based classes) for highly motivated students with sufficient computer knowledge

- Dual Credit MSW track: With a new Master's in Social Work (MSW) degree in process, we have begun discussions about recruiting area high school students interested in obtaining a fast-tracked MSW. They would complete an AA degree while still in high school, their bachelor's in social work two years later, and enter the MSW program with Advanced Standing. This would allow them to complete an MSW degree within one year of completing the BSW. While the pool of candidates is small, New Mexico could "grow" a significant number of new MSWs for southwest NM, a desperately needed category of health professionals

.

Dual Enrollment/Concurrent Enrollments(Seat Counts)
Fall 2006 through Summer 2008 (AY 06-07 and 07-08)

School	District	Category	Enrollments
Agape School	Silver	Private	18
Alamogordo High School	Alamogordo	Public	3
Aldo Leopold	Silver	Charter	172
Animas High School	Animas	Public	5
Calvary Christian Academy	Silver	Private	1
Cliff High School	Silver	Public	85
Cobre High School	Cobre	Public	583
Deming High School	Deming	Public	231
Geronimo Trails High School	TorC	Charter	14
Hot Springs High School	TorC	Public	16
Laguna Acoma Jr-Sr High School	Grants-Cibola	Public	2
Lordsburg High School	Lordsburg	Public	53
Magdalena High School	Magdalena	Public	60
Quemado High School	Quemado	Public	6
Reserve High School	Reserve	Public	25
Santa Teresa High School	Gadsden	Public	11
Silver Christian Academy	Silver	Private	4
Silver High School	Silver	Public	669
Socorro High School	Socorro	Public	339
Home Schooled		Private	43
			Total 2345

We have new agreements this fall with Cesar Chavez Charter School in Deming and the Apple Tree Learning Center, a private school in T or C.

Measurement of the Dual Credit Initiative:
- Student grades and persistence
- Student matriculation into college
- Parents evaluation results
- School district evaluation results

Gear Up Initiative in Deming:
Strategies: this initiative focused on college preparation for students. A camp was offered last summer at the Mimbres Valley Learning Center in Deming. Next year the plan is to offer two camps: health sciences and performing arts.

Measurement: persistence of students in the program, number of students who participate

Online Initiative Strategies

- Offering a college level student success course to Animas, Lordsburg, and Reserve high school students funded by a grant from NMLN.
- Signing articulation agreements with two year schools such as the one with CNM in Criminal Justice. The entire CJ program is online.
- Hiring faculty developers/instructional designers and digital media personnel to provide an instructional team for faculty creating online classes in a state of the art facility.
- Creating specific online policies and procedures to ensure the equality on online instruction such as an audit process before classes are put into the schedule and requiring training of all faculty who teach online.

Measurement: Student course evaluation; annual evaluation of faculty teaching online as well as annual evaluation of the online support staff; annual review/audit of online courses by faculty developers/instructional designers; enrollment in online courses and programs

SOE Strategy: WNMU MSP (Mathematics and Science Partnership) - School of Education/Mathematics Faculty working with mathematics PLCs (Professional Learning Communities) at three schools: Chief Manuelito Middle School in Gallup, NM; Ramah Middle/High Schools in Ramah, NM; and Zuni Middle School in Zuni, NM. One of the goals of the project is to engage math teachers in dialogue concerning Standards Based Learning Environments.

Measurement: Participant Math and Science teachers and increased student scores on standardized tests

SOE Online Initiative Strategies

- Offering the Master's of Interdisciplinary Studies online to rural school teachers and other professionals who are time and place bound.
- Offering online classes in teaching classes online to high school teachers and college faculty
- Hiring a faculty developer/instructional designers and digital media personnel to provide an instructional team for SOE faculty creating online classes.
- Creating specific online policies and procedures to ensure the equality on online instruction such as an audit process before classes are put into the schedule and requiring training of all faculty who teach online.

Measurement: Student course evaluation; annual evaluation of faculty teaching online as well as annual evaluation of the online support staff; annual review/audit of online courses by faculty developers/instructional designers; enrollment in online courses and programs

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

SOE Strategies:

- El Puente Title II Teacher Quality Grant – 58 instructional assistants and early childhood and elementary teachers in three counties in high need LEAs including Silver Consolidated Schools, Cobre Consolidated Schools (Grant County), Deming Public Schools (Luna County), and Lordsburg Municipal Schools (Hidalgo County) have worked on B. A. and M. A. degrees. $400,000.00 was awarded over two years to fund tuition, textbooks, materials, mentoring and travel for students and teachers. El Grito Head Start and WNMU's Early Childhood Programs, serving families and children in Grant County, and WNMU's School of Education complete the partnership.

Measurement: Instructional Assistant and teacher professional growth and retention

- Instructional Leadership Academy Project (ILAP) - funded by the U.S. Department of Education. Gallup McKinley County Schools in partnership with Western New Mexico University Gallup Graduate Center is sponsoring a program for Educational Leadership Graduate students. The grant extends over a five year period and will pay for a total of 30 EDL students (10 each year for 3 years) to complete the program.

Measurement: Students completing their M. A. degree in Educational Leadership and retention in the district in order to build capacity for the Gallup McKinley County Schools.

- Kennedy Center Arts – The NM 99 Partners in Education Team received $15,000.00 for in-service and pre-service students and teachers in Deming, Glenwood, T or C, Lordsburg, and Reserve interested in pursuing an Interdisciplinary Masters degree with an emphasis on Arts Integration.

Measurement: In-service teacher professional growth and retention.

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

Strategy: NMTA scores are used to identify categories where candidates are weak. These data are shared with the TEC committee comprised of cross-University discipline faculty and SOE faculty. Based on these findings, workshops, course work, and Math supplementary instruction are offered to candidates who do not pass the NMTA for initial licensure on the first attempt by SOE faculty.

Measurement: NMTA scores of candidates who participate in workshops, course work and supplemental instruction first-attempt and subsequent scores are tracked, compared, and shared with SOE and TEC faculty.

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

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

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

SOE Strategies:

- Increase the number of online courses that provide professional development for teachers in all secondary fields.

Measurement: Enrollment in these courses is tracked.

- Continue to offer alternative licensure programs in Special, Elementary and Secondary Education.

Measurement: Enrollment and number of program completers in these programs are tracked.

- Increase enrollment in SOE programs, hired a recruiter to work in collaboration with University admissions.

Measurement: SOE enrollment is tracked.

- Kennedy Center Arts Integration workshops with SOE students and Silver and Cobre School District teachers with Visiting Artists-in-Residence in Elementary Education, Secondary Education, Practice Teachers, Bilingual Education, Special Education, Early Childhood Education, and Reading students.

Measurement: Enrollment in these Arts integration workshops is tracked.

- Continue requirements for all Elementary and SPED graduates of endorsements in a minimum of two content areas, one of them Language Arts for SPED graduates.

Measurement: SOE enrollments and NMTA state competency pass rates.

Objective 6 Table: Title II Licensure Program Completers: Math, Science, and Technology 2006-2007 Academic Year (Summer 2006, Fall 2006, & Spring 2007)

	2006-2007 Baseline	2007-2008
Math	5	5
Science	1	1
Technology	0	0

Source: WNMU

2008 New Mexico
Teacher Education Accountability Report
Financial Measures

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 211 in regard to institutions that provide teacher education preparation. (SB211-Sec. E)

Financial Measures 1a Table. Instructional Support Formula Revenue Compared to Budget for 2007-2008 Academic Year

	Instructional Support Formula Revenue [1]	Adjusted Instructional Support Formula Revenue [2]	I&G Budget	Budget +/- Formula	I&G Budget as Percent of Adjusted Formula Revenue
Total Institution	18,475,095	14,924,374	23,071,327	(8,146,953)	155%
Total College/SOE	4,882,103	3,943,814	2,372,254	1,571,560	60%
Initial Licensure Programs	2,084,658	1,684,009	1,012,952	671,057	60%
Extended University Initial Licensure Programs	1,157,058	934,684	562,224	372,460	60%

Source:WNMU

[1] Instruction/instructional support formula revenues are based upon base funding year, while budgets are for the current reporting year (2007-2008). Initial licensure formula revenue and budget are estimated. They are based upon the proportion of licensure preparation SCH for the current reporting year (2007-2008) applied to the college formula revenue and budget.

[2] The formula has funding built into it for university, rather than college, academic and institutional support. The adjusted formula revenue backs out this funding.

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

Financial Measures 1b Table. Expenditures and Cost per Student Credit Hour (SCH) for 2007-2008 Academic Year [1]

	Total SCH	I&G Expenditures (without fringe benefits) [2]	Expenditures per SCH (without fringe benefits)	Total I&G Expenditures (with fringe benefits)	Expenditures per SCH (with fringe benefits)
Institution	57,487.5	18,719,794	326	23,071,327	401
College/SOE	9,253	1,992,773	215	2,372,254	256
Initial Licensure Programs	3,951	695,880	176	848,425	215
Extended University Initial Licensure Programs	2,196	1,296,893	591	1,523,829	694

Source: WNMU

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

[2] 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.

Financial Measures 1c Table 1c. Lowest and Highest Compensation (Salary + Benefits) of Full-Time[1] and Part-Time Faculty[2] 2007-2008 (Fall 2007 and Spring 2008 Semesters)

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3-Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
53,097	60,459	2,213	2,519	592	1,296

Source: WNMU

Notes:
[1] Full-time faculty include tenure-track and non-tenure-track faculty.
[2] Excludes graduate teaching assistants.

New Mexico
Teacher Education Accountability Report
November 2008
Central New Mexico Community College

Institution and College Profile

Overview:

Central New Mexico Community College (CNM) has historically served undergraduate education students with its associate of arts degrees in education. Our undergraduate coursework is predominantly taken by non-traditional, part-time, Latina students already working in the field of education.

During the 2007-08 academic year, CNM launched its alternative licensure program beginning with elementary and secondary licensure. In spring 2008, we recruited our first cohort of students seeking special education and early childhood licensure. We currently have over 250 students in these programs.

The specific mission of our alternative teacher preparation programs is to recruit mature, diverse, careered, individuals to the field of teaching (especially in high need areas) and prepare them to work successfully with the diverse students in our local schools. We also work collaboratively with school district officials to assist in screening and licensing individuals they would like to hire and provide support for their success and retention, through coursework, mentoring, professional development and other resources aligned to district needs. Our curriculum is intended especially to prepare our graduates to work in school districts in Central New Mexico.

It is important to note that the data contained in this report does not accurately reflect the current scope of the alternative licensure program at CNM. After recruiting our initial cohorts, we specifically began targeting our recruitment for high need areas—in particular, bilingual elementary, secondary math and science and special education. Additionally, we are unable to report many of the tables because our first graduating cohort was in spring 2008.

2008 New Mexico
Teacher Education Accountability Report
Teacher Preparation Indicators/Outcome Measures

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

Indicator 1 Table. Demographic Data
2007-2008 Academic Year
(Summer 2007, Fall 2007, and Spring 2008)

NMPED Approved Programs	Number of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education	17	1	16	11	5	0	0	0	2
Elementary Education	44	8	36	18	13	1	1	1	10
Secondary Education	38	16	22	22	8	0	1	1	5
Special Education	39	15	24	16	9	1	5	0	7
K-12 (e.g., Art Ed, Music Ed, Physical Ed)									
Counseling Education									
Educational Leadership									
Total	138	40	98	67	35	2	7	2	24
Percent	100%	29.0%	71.0%	48.6%	25.4%	1.4%	5.1%	1.4%	17.4%

Source: CNM

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

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

Indicator 2 Table. Standard for Entry/Exit
2007-2008 Academic Year

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME		
UG Initial: ELEM		
UG Initial: SEC ED		
UG Initial: SPED		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
G Initial: ECE or ECME		
G Initial: ELEM		
G Initial: SEC ED		
G Initial: SPED		
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Alternative: ECE or ECME	• B.A. Degree • Min. 1 Year Experience Working in Field (or closely related experience) or related B.A. degree • Passing Score on Basic Skills • Completed Program Application including: Letter of Intent, Technology Essay, Diversity Essay, Pre-Assessment of Program Core-Values • Attendance at Orientation Session	• 3.0 average GPA on program coursework • Successful completion of Supervised Field Experience • Core-values Assessment • Passing Scores on NMTA—Content Exam
Alternative: ELEM	• B.A. Degree with 30 credits cross-content to include 6 credits in Math, 6 credits in Science, 6 credits in Social Studies, 6 credits in English (or passing scores on NMTA—Elementary Content) • Experience working with children • Passing Score on Basic Skills • Completed Program Application including: Letter of Intent, Technology Essay, Diversity Essay, Pre-	• 3.0 average GPA on program coursework • Successful completion of Supervised Field Experience • Core-values Assessment • Passing Scores on NMTA—Content Exam

	Assessment of Program Core-Values • Attendance at Orientation Session	
Alternative: SEC ED	• B.A. Degree with 30 credits in content area • Experience working with children • Passing Score on Basic Skills • Completed Program Application including: Letter of Intent, Technology Essay, Diversity Essay, Pre-Assessment of Program Core-Values • Attendance at Orientation Session	• 3.0 average GPA on program coursework • Successful completion of Supervised Field Experience • Core-values Assessment • Passing Scores on NMTA—Content Exam
Alternative: SPED	• B.A. Degree with 30 credits cross-content to include 6 credits in Math, 6 credits in Science, 6 credits in Social Studies, 6 credits in English (or passing scores on NMTA—Elementary Content) • Experience working with children • Passing Score on Basic Skills • Completed Program Application including: Letter of Intent, Technology Essay, Diversity Essay, Pre-Assessment of Program Core-Values • Attendance at Orientation Session	• 3.0 average GPA on program coursework • Successful completion of Supervised Field Experience • Core-values Assessment • Passing Scores on NMTA—Content Exam
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	N/A	
Post -Baccalaureate		
Advanced: Counseling		
Advanced: Education Leadership		

Source: CNM

Key:

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

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

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

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

Indicator 3 Table. Number of Hours for Field Placement and Student Teaching
2007-2008 Academic Year

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours [2]
UG Initial: ECE or ECME			
UG Initial: ELEM			
UG Initial: SEC ED			
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Alternative: ECE or ECME	25	160	
Alternative: ELEM	25	160	
Alternative: SEC ED	20	160	
Alternative: SPED	25	160	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	N/A	N/A	
Post –Baccalaureate			
Advanced: Counseling			
Advanced: Education Leadership			

Source: CNM

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

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

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

Indicator 4a Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Standard Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate					
Graduate					

Source: CNM

Notes:
* Act/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.

Indicator 4b Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Alternative Licensure	Cumulative GPA of highest degree earned	3.254			271.903

Source: CNM

Notes:
* ACT/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.
[3] Alternative licensure candidates record the cumulative GPA of the highest degree earned.

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

Indicator 5 Table. Number and Percentage of Candidates Admitted and Enrolled 2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008) And Number of Title II (Licensure) Program Completers 2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

Licensure Type	Number of Candidates Admitted and Enrolled 2007-2008 Academic Year	Number of Title II or Program Completers 2006-2007 Academic Year	Proportion (Percent) of Program Completers to Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate			
Alternative Licensure	138		
Advanced Licensure: Counseling			
Advanced Licensure: Ed Leadership			

Source: CNM

CNM does not have program completer data to report

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

Indicator 6 Table. Number and Types of Degrees
2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME			
UG Initial: ELEM			
UG Initial: SEC ED			
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Alternative: ECE or ECME	NA[1]	NA[1]	NA[1]
Alternative: ELEM	NA[1]	NA[1]	NA[1]
Alternative: SEC ED	NA[1]	NA[1]	NA[1]
Alternative: SPED	NA[1]	NA[1]	NA[1]
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA[1]	NA[1]	NA[1]
Post -Baccalaureate	NA[1]	NA[1]	NA[1]
Advanced: Counseling			
Advanced: Education Leadership			
Doctorates Leading to Professional Development and Continuing Education (ECE or ECME, ELEM, SED, & SPED)			

Source: CNM

Note:
[1]Alternative licensure and post-bacc programs do not grant degrees

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

Indicator 7 Table. Placement Practices
2007-2008 Academic Year

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME				
UG Initial: ELEM				
UG Initial: SEC ED				
UG Initial: SPED				
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
G Initial: ECE or ECME				
G Initial: ELEM				
G Initial: SEC ED				
G Initial: SPED				
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Alternative: ECE or ECME			Placed with a cooperating/mentor teacher that is approved by the school administrator and has a minimum of a Level II license if working in public school setting or at least 5 years of experience if working in private school setting 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 3.0	

Alternative: ELEM			Same as above	
Alternative: SEC ED			Same as above	
Alternative: SPED			Same as above	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Post - Baccalaureate				
Advanced: Counseling				
Advanced: Education Leadership				

Source: CNM

Teacher Education Accountability Reporting System (TEARS)
Evaluation Measures/Indicators

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

Central New Mexico Community College provides the following strategies and measurements in response to state-mandated objectives.

Objective #1: The central purpose of a seamless PK-20 education system is increasing student achievement.

Strategy: Partner with local high schools to recruit students to "teacher pathway" which includes articulated/dual credit options for education coursework

Measurement: Increased number of high school students in articulated/dual credit education courses

Strategy: Partner with area school districts to offer specific education topics courses to meet professional development needs of educational assistants and teachers

Measurement: Increased number of school district personnel engaged in education coursework at CNM

Strategy: Partner with NMHU to offer TESOL/Bilingual coursework convenient for local teachers

Measurement: Increased number of school teachers taking TESOL/Bilingual coursework

Strategy: Increase student knowledge of local school districts curriculum, assessment, etc. through continuous collaboration, use of school personnel as faculty, and school district representation on advisory board.

Measurement: Employer satisfaction survey of graduate knowledge/preparation

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

Strategy: Developed "pilot" mentoring program in partnership with Phi Delta Kappa to provide additional support students in our program teaching on an intern license.

Measurement: Survey assessment of mentors and mentees and administrators involved in the program

Strategy: Graduate Support: maintaining contact with graduates of the program to determine what support we can offer relative to professional development needs (example: we offered a technology workshop to them based upon their request)

Measurement: Track support strategies and graduate participation

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

Strategy: Offer NMTA “prep” workshops

Measurement: NMTA scores of candidates who participate in workshops

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

Strategy: Recruit and prepare “content knowledge” experts

Measurement: NMTA content passing scores

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

Strategy: Screen candidates for elementary licensure for minimum 6 credits in math, science, social studies and English

Measurement: Number of students accepted meeting these minimum requirements

Strategy: Passing elementary content exam required prior to supervised field experience

Measurement: NMTA passing scores on elementary content exam

Strategy: Advocating (to students in program) addition of content endorsements to elementary license

Measurement: Increased number of elementary licensure students highly qualified in multiple content areas

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

Strategy: Recruit math, science and technology professionals to teaching profession

Measurement: Increased number of students in the program with math, science, and technology endorsements

Objective 6 Table: Title II Licensure Program Completers: Math, Science, and Technology 2006-2007 Academic Year (Summer 2006, Fall 2006, & Spring 2007)

	2006-2007 Baseline	2007-2008	2008-2009	2009-2010	2010-2011
Math					
Science					
Technology					

Source: CNM

CNM does not have program completers data to report

2008 New Mexico
Teacher Education Accountability Report
Financial Measures

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 211 in regard to institutions that provide teacher education preparation. (SB211-Sec. E)

Financial Measures 1a Table. Instructional Support Formula Revenue Compared to Budget for 2007-2008 Academic Year

	Instructional Support Formula Revenue [1]	Adjusted Instructional Support Formula Revenue [2]	I&G Budget	Budget +/- Formula	I&G Budget as Percent of Adjusted Formula Revenue
Total Institution	$66,489,035	$57,938,961	$99,310,682	$41,371,721	171%
Total College (Dept of Education)	$ 1,202,989	$ 1,048,292	$ 459,885	$ (588,407)	44%
Initial Licensure Programs	$ 238,163	$ 207,537	$ 91,046	$ (116,491)	44%
Extended University Initial Licensure Programs					

Source: CNM

[1] Instruction/instructional support formula revenues are based upon base funding year, while budgets are for the current reporting year (2007-2008). Initial licensure formula revenue and budget are estimated. They are based upon the proportion of licensure preparation SCH for the current reporting year (2007-2008) applied to the college formula revenue and budget.

[2] The formula has funding built into it for university, rather than college, academic and institutional support. The adjusted formula revenue backs out this funding.

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

CNM Notes:

1. CNM used LD factors from FY09 as this includes inflationary and comp increases for FY08
Note: these revenues do not take into account mill or tuition credits
CNM Base Year = FY05
2. This submission assumes 65% of AS goes to schools and balance to institution.
3. I&G Budget reflects original (not adjusted) FY08 budgets

Financial Measures 1b Table. Expenditures and Cost per Student Credit Hour (SCH) for 2007-2008 Academic Year [1]

	Total SCH	I&G Expenditures (without fringe benefits) [2]	Expenditures per SCH (without fringe benefits)	Total I&G Expenditures (with fringe benefits)	Expenditures per SCH (with fringe benefits)
Institution	446,054	$81,566,678	$ 183	$ 98,347,970	$ 220
College (Dept. of Education)	6,819	$ 491,822	$ 72	$ 571,986	$ 84
Initial Licensure Programs	1,350	$ 97,369	$ 72	$ 113,240	$ 84
Extended University Initial Licensure Programs					

Source: CNM

CNM allocated ILP costs based on education costs; we did not calculate actual salary expenditures for each section

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

[2] 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.

Financial Measures 1c Table. Lowest and Highest Compensation (Salary + Benefits) of Full-Time[1] and Part-Time Faculty[2] 2007-2008 (Fall 2007 and Spring 2008 Semesters)

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3-Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
57,273	60,433	5727	6043	2,563	3,472

Source: CNM

Notes:
[1] Full-time faculty include tenure-track and non-tenure-track faculty.
[2] Excludes graduate teaching assistants.

New Mexico
Teacher Education Accountability Report
November 2008
San Juan College
Alternative Licensure Program

Institution and College Profile

Overview:

SJC is a public, two-year degree-granting institution offering 80 programs leading to the Associate in Arts, Associate in Science, and Associate in Applied Science degrees, and 34 professional-technical programs that award certificates including an AA in Teacher Education, Early Childhood Education and a post baccalaureate Alternative Licensure Program.

San Juan College Mission

The mission of San Juan College is to improve the quality of life of the citizens it serves by meeting the educational and human needs of the entire community in concert with community agencies, businesses, industries, and other groups.

To assist in the accomplishment of this mission, the college will assess needs, identify clientele, utilize appropriate resources, remove access barriers, and develop and implement curriculum and services appropriate to a comprehensive community college. These services include the transfer function, vocational/technical training, developmental education, student services, and community services. San Juan College will maintain accountability in all of its functions.

San Juan College is accredited by the Higher Learning Commission (formerly North Central Association). In 2003, SJC became one of the first community colleges to take part in the Higher Learning Commission's Academic Quality Improvement Project, (AQIP), which replaces the traditional accreditation process. The college is also a member of more than thirty associations that accredit specific programs (such as nursing, business programs) and professional affiliations. The Alternative Licensure Program received NM state NCATE accreditation approval in spring of 2008.

The SJC Alternative Licensure Program is guided by the NM Public Education Department's Title 6, Chapter 60, Part 3, Provisions for Alternative Licensure. To be accepted into the program, candidates must have a bachelor's or master's degree and must have already successfully completed at least 30 credit hours (bachelor's) or 12 credit hours (master's) in the discipline in which they wish to teach.

Candidates participate in an intense program with courses carefully sequenced to cover PED new teacher competencies. Classes are held on Saturdays over the course of three semesters in order to accommodate candidates' work schedules. With a focus on educational foundations, best practices, differentiated instruction, accommodating diversity, and guided field experiences, candidates are prepared to become effective and successful classroom teachers. The elementary program of study consists of 19 credits, the secondary program is 16 credits, and special education is 21 credits.

2008 New Mexico
Teacher Education Accountability Report
Teacher Preparation Indicators/Outcome Measures

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

Indicator 1 Table. Demographic Data
2007-2008 Academic Year
(Summer 2007, Fall 2007, and Spring 2008)

NMPED Approved Programs	Number of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education									
Elementary Education	21	1	20	20		1			
Secondary Education	13	3	10	5	4	2	2		
Special Education	8		8	6	1	1			
K-12 (e.g., Art Ed, Music Ed, Physical Ed)									
Counseling Education									
Educational Leadership									
Total	42	4	38	31	5	4	2		
Percent	100%	9.5%	90.5%	73.8%	11.9%	9.5%	4.8%	0%	0%

Source: San Juan College

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

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

Indicator 2 Table. Standard for Entry/Exit
2007-2008 Academic Year

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME		
UG Initial: ELEM		
UG Initial: SEC ED		
UG Initial: SPED		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
G Initial: ECE or ECME		
G Initial: ELEM		
G Initial: SEC ED		
G Initial: SPED		
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Alternative: ECE or ECME		
Alternative: ELEM	• BA, BS or higher • 24 CRHR in Core Content Areas	• C or better in course work • B or better in supervised field experience • 90 hours supervised field experience • Observation & Feedback twice by College Supervisor and twice by Cooperating Teacher • Portfolio of all entry level teacher competencies with documenting artifacts
Alternative: SEC ED	• BA, BS or higher • 30 CRHR in discipline • 24 CRHR in Core Content Areas • 30 CRHR in discipline	• C or better in course work • B or better in supervised field experience • 90 hours supervised field experience • Observation & Feedback twice by College Supervisor and twice by Cooperating Teacher • Portfolio of all entry level teacher competencies with documenting artifacts
Alternative: SPED	• BA, BS or higher • 24 CRHR in Core Content Areas	• C or better in course work • B or better in supervised

	• 30 CRHR in discipline	field experience • 90 hours supervised field experience • Observation & Feedback twice by College Supervisor and twice by Cooperating Teacher • Portfolio of all entry level teacher competencies with documenting artifacts
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Post -Baccalaureate		
Advanced: Counseling		
Advanced: Education Leadership		

Source: San Juan College
Key:
UG Initial: Undergraduate initial licensure
G Initial: Graduate initial licensure
Alternative: Alternative licensure
Post-Baccalaureate: Post-baccalaureate program
Advanced: Advanced licensure

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

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

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

Indicator 3 Table. Number of Hours for Field Placement and Student Teaching
2007-2008 Academic Year

Program	Contact Hours in Pre-Student Teaching		Contact Hours in Student Teaching	Other Field Experience Hours [2]
UG Initial: ECE or ECME				
UG Initial: ELEM				
UG Initial: SEC ED				
UG Initial: SPED				
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
G Initial: ECE or ECME				
G Initial: ELEM				
G Initial: SEC ED				
G Initial: SPED				
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Alternative: ECE or ECME		NA[1]		
Alternative: ELEM	15	NA[1]	90	
Alternative: SEC ED	15	NA[1]	90	
Alternative: SPED	15	NA[1]	90	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		NA[1]		
Post –Baccalaureate				
Advanced: Counseling				
Advanced: Education Leadership				

Source: San Juan College

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

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

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

Indicator 4a Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Standard Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate					
Graduate					

Source: San Juan College

Notes:
* Act/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.

Indicator 4b Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate					
Graduate		3.22/3.43*			287/272*

*Bachelors Data listed 1st, Master's Data listed 2nd
Source: San Juan College

Notes:
* ACT/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.
[3] Alternative licensure candidates record the cumulative GPA of the highest degree earned.

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

Indicator 5 Table. Number and Percentage of Candidates Admitted and Enrolled 2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008) And Number of Title II (Licensure) Program Completers 2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

Licensure Type	Number of Candidates Admitted and Enrolled 2007-2008 Academic Year	Number of Title II or Program Completers 2006-2007 Academic Year	Proportion (Percent) of Program Completers to Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate			
Alternative Licensure	42	31	74%
Advanced Licensure: Counseling			
Advanced Licensure: Ed Leadership			

Source: San Juan College

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

Indicator 6 Table. Number and Types of Degrees
2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME			
UG Initial: ELEM			
UG Initial: SEC ED			
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Alternative: ECE or ECME	NA[1]	NA[1]	NA[1]
Alternative: ELEM	NA[1]	NA[1]	NA[1]
Alternative: SEC ED	NA[1]	NA[1]	NA[1]
Alternative: SPED	NA[1]	NA[1]	NA[1]
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA[1]	NA[1]	NA[1]
Post -Baccalaureate	NA[1]	NA[1]	NA[1]
Advanced: Counseling			
Advanced: Education Leadership			
Doctorates Leading to Professional Development and Continuing Education (ECE or ECME, ELEM, SED, & SPED)			

Source: San Juan College

Note:
[1]Alternative licensure and post-bacc programs do not grant degrees

***Alternative Licensure Program could report # of candidates with Bachelors/Masters/Doctorate degree at time of entrance to program.

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

Indicator 7 Table. Placement Practices
2007-2008 Academic Year

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME				
UG Initial: ELEM				
UG Initial: SEC ED				
UG Initial: SPED				
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
G Initial: ECE or ECME				
G Initial: ELEM				
G Initial: SEC ED				
G Initial: SPED				
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Alternative: ECE or ECME				
Alternative: ELEM	Enrollment in courses requiring observation hours	Enrollment in courses requiring practicum hours	• GPA of 2.8 in 1st three courses • Intership License • Passing score on NMTA Basic Skills	
Alternative: SEC ED	Enrollment in courses requiring observation hours	Enrollment in courses requiring practicum hours	• GPA of 2.8 in 1st three courses • Intership License • Passing score on NMTA Basic Skills	
Alternative: SPED	Enrollment in courses requiring observation hours	Enrollment in courses requiring practicum hours	• GPA of 2.8 in 1st three courses • Intership License • Passing score on	

			NMTA Basic Skills	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Post - Baccalaureate				
Advanced: Counseling				
Advanced: Education Leadership				

Source: San Juan College

2008 New Mexico
Teacher Education Accountability Report
Evaluation Plan Objectives

Objective # 6: **Increasing the number of teachers trained in math, science, and technology:** The state of NM has a critical shortage in highly qualified math and science teachers. This objective focuses on the attempts for increasing the number of teachers trained in math, science and technology. (SB211-Sec. D.6)

Objective 6 Table: Title II Licensure Program Completers: Math, Science, and Technology 2006-2007 Academic Year (Summer 2006, Fall 2006, & Spring 2007)

	2006-2007 Baseline	2007-2008	2008-2009	2009-2010	2010-2011
Math	2	2			
Science	2	1			
Technology					

Source: San Juan College

2008 New Mexico
Teacher Education Accountability Report
Financial Measures

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 211 in regard to institutions that provide teacher education preparation. (SB211-Sec. E)

Financial Measures 1a Table. Instructional Support Formula Revenue Compared to Budget for 2007-2008 Academic Year

	Instructional Support Formula Revenue [1]	Adjusted Instructional Support Formula Revenue [2]	I&G Budget	Budget +/- Formula	I&G Budget as Percent of Adjusted Formula Revenue
Total Institution					
Total College	31,919,800	26,614,729	41,338,000	10,292,200	64.4%
Initial Licensure Programs	162,791	135,735	210,824	52,490	64.4%
Extended University Initial Licensure Programs					

Source: San Juan College

[1] Instruction/instructional support formula revenues are based upon base funding year, while budgets are for the current reporting year (2007-2008). Initial licensure formula revenue and budget are estimated. They are based upon the proportion of licensure preparation SCH for the current reporting year (2007-2008) applied to the college formula revenue and budget.

[2] The formula has funding built into it for university, rather than college, academic and institutional support. The adjusted formula revenue backs out this funding.

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

Financial Measures 1b Table. Expenditures and Cost per Student Credit Hour (SCH) for 2007-2008 Academic Year [1]

	Total SCH	I&G Expenditures (without fringe benefits) [2]	Expenditures per SCH (without fringe benefits)	Total I&G Expenditures (with fringe benefits)	Expenditures per SCH (with fringe benefits)
Institution					
College	132,007	30,609,681	232	36,916,579	280
Initial Licensure Programs	673	100,099	149	125,686	178
Extended University Initial Licensure Programs					

Source: San Juan College

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

[2] 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.

Financial Measures 1c Table. Lowest and Highest Compensation (Salary + Benefits) of Full-Time[1] and Part-Time Faculty[2] 2007-2008 (Fall 2007 and Spring 2008 Semesters)

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3-Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
43,200@12mo.	51,840	1,800	2,160	1,866	1,866
32,400@9mo.	38,880	1,350	1,620		

Source: San Juan College

Notes:
[1] Full-time faculty include tenure-track and non-tenure-track faculty.
[2] Excludes graduate teaching assistants.

***The SJC Alternative Licensure Program employs two full time professional staff who also teach and one full time administrative assistant. Both professional staff administers the program as well as teaches up to 12 credit hours per semester. Both professional positions are 12 month, not 9 month contracts. In addition, there are three adjunct instructors who teach program courses at the rate of $622 per credit hour. $1866 per 3 credit course. Adjunct instructor costs per semester are $8,708.

New Mexico
Teacher Education Accountability Report
November 2008
Santa Fe Community College

Institutional and College Profile

Santa Fe Community College is responsible for providing the region with affordable high quality education and training. Presented through a variety of delivery methods and time formats, this includes basic skill programs; certificates and technical degrees; associate degrees with four year transfer potential, and personal enrichment courses both for credit and not for credit. These offerings are designed to add value to the lives of our community members by broadening opportunities; enhancing personal income; improving working and living conditions; and fostering richer, healthier lives. The College also responds to the economic and workforce needs of the community by quickly and flexibly providing essential training, especially in emerging technologies.

MISSION
Santa Fe Community College is the gateway to individual and community success by providing affordable, high quality educational programs that serve the social, cultural, technological, and economic needs of the diverse Santa Fe community.

VISION
Santa Fe Community College is an effective and efficient teaching/learning organization, both a compelling destination and a commanding presence within the Santa Fe community—an agile and broad-based resource for educational, social, cultural and economic leadership.

Teacher Academy Mission, Vision, and Core Beliefs:

Teacher Academy Mission

To professionally prepare critically reflective and culturally responsive educators who expect and support the success of **all** students.

Teacher Academy Vision

To significantly contribute to the quality of education in northern New Mexico, that our teachers as leaders, change agents and innovators will provide for the transformation of education.

The Teacher Academy at SFCC is committed to preparing teachers to meet the needs of students in K-12 schools in surrounding communities. The Academy works in close partnership with the Santa Fe Public Schools in placing field experience students, mentoring, and other professional development offerings. We endeavor to prepare future teachers to embody our core beliefs:

- **Teachers as leaders**
- **Education as transformation**
- **Diversity**
- **Pedagogy**
- **Life-long learning**
- **Collaboration**
- **Family & Community**

2008 New Mexico
Teacher Education Accountability Report
Teacher Preparation Indicators/Outcome Measures

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

Indicator 1 Table. Demographic Data
2007-2008 Academic Year
(Summer 2007, Fall 2007, and Spring 2008)

NMPED Approved Programs	Number of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education	1		1		1				
Elementary Education	101	25	76	58	17	0	3	3	20
Secondary Education	96	49	47	56	15	1	0	1	23
Special Education	40	14	26	24	7	1	0	0	8
K-12 (e.g., Art Ed, Music Ed, Physical Ed)									
Counseling Education									
Educational Leadership									
Total	238	89	149	138	40	2	3	4	51
Percent	100%	37.4%	62.6%	58.0%	16.8%	0.8%	1.3%	1.7%	21.4%

Source: SFCC

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

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

Indicator 2 Table. Standard for Entry/Exit
2007-2008 Academic Year

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME		
UG Initial: ELEM		
UG Initial: SEC ED		
UG Initial: SPED		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
G Initial: ECE or ECME		
G Initial: ELEM		
G Initial: SEC ED		
G Initial: SPED		
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		
Alternative: ECE or ECME	• 2.5 GPA (BA) • Completion of BA degree or higher • Pass NMTA Basic Skills • Successful completion EDUC 250	• 3.0 GPA in Alt Licensure Courses • Passing scores on NMTA Basic Skills and EC Content Area • Exit assessment of all Alternative Licensure coursework and competencies
Alternative: ELEM	• 2.5 GPA (BA) • Completion of BA degree or higher • Successful completion of EDUC 201A	• 3.0 GPA in Alt Licensure Courses • Passing scores on NMTA Basic Skills, Content Area and Competency • Exit assessment of all coursework and competencies • Petition to graduate
Alternative: SEC ED	• 2.5 GPA (BA) • Completion of BA degree or higher • Successful completion of EDUC 201A	• 3.0 GPA in Alt Licensure Courses • Passing scores on NMTA Basic Skills, Content Area and Competency • Exit assessment of all coursework and competencies • Petition to graduate
Alternative: SPED	• 2.5 GPA (BA) • Completion of BA degree or higher • Successful completion of EDUC 201A	• 3.0 GPA in Alt Licensure Courses • Passing scores on NMTA Basic Skills, Content Area and Competency • Exit assessment of all coursework and competencies • Petition to graduate
Alternative: K-12 (e.g., Art Ed,		

Music Ed, Physical Ed)		
Post –Baccalaureate		
Advanced: Counseling		
Advanced: Education Leadership		

Source: SFCC

Key:

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

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

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

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

Indicator 3 Table. Number of Hours for Field Placement and Student Teaching
2007-2008 Academic Year

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours [2]
UG Initial: ECE or ECME			
UG Initial: ELEM			
UG Initial: SEC ED			
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Alternative: ECE or ECME	40	125	
Alternative: ELEM	40	125	
Alternative: SEC ED	40	125	
Alternative: SPED	60	125	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Post –Baccalaureate			
Advanced: Counseling			
Advanced: Education Leadership			

Source: SFCC

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

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

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

Indicator 4a Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Standard Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate					
Graduate					

Source: SFCC

Notes:
* Act/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.

Indicator 4b Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	Baccalaureate GPA	3.28	NA	NA	280
Graduate					

Source: SFCC

Notes:
* ACT/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.
[3] Alternative licensure candidates record the cumulative GPA of the highest degree earned.

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

Indicator 5 Table. Number and Percentage of Candidates Admitted and Enrolled 2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008) And Number of Title II (Licensure) Program Completers 2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

Licensure Type	Number of Candidates Admitted and Enrolled 2007-2008 Academic Year	Number of Title II or Program Completers 2006-2007 Academic Year	Proportion (Percent) of Program Completers to Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate			
Alternative Licensure	238	93	39%
Advanced Licensure: Counseling			
Advanced Licensure: Ed Leadership			

Source: SFCC

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

Indicator 6 Table. Number and Types of Degrees
2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME			
UG Initial: ELEM			
UG Initial: SEC ED			
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
G Initial: ECE or ECME			
G Initial: ELEM			
G Initial: SEC ED			
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Alternative: ECE or ECME	NA[1]	NA[1]	NA[1]
Alternative: ELEM	NA[1]	NA[1]	NA[1]
Alternative: SEC ED	NA[1]	NA[1]	NA[1]
Alternative: SPED	NA[1]	NA[1]	NA[1]
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA[1]	NA[1]	NA[1]
Post -Baccalaureate	NA[1]	NA[1]	NA[1]
Advanced: Counseling			
Advanced: Education Leadership			
Doctorates Leading to Professional Development and Continuing Education (ECE or ECME, ELEM, SED, & SPED)			

Source: SFCC

Note:
[1]Alternative licensure and post-bacc programs do not grant degrees

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

Indicator 7 Table. Placement Practices
2007-2008 Academic Year

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME				
UG Initial: ELEM				
UG Initial: SEC ED				
UG Initial: SPED				
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
G Initial: ECE or ECME				
G Initial: ELEM				
G Initial: SEC ED				
G Initial: SPED				
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Alternative: ECE or ECME			• Completion of all Core EDUC classes (3.0 GPA) • Passing scores NMTA Basic Skills and Content Area • Cooperating teacher Level II or III • Application due one semester prior	
Alternative: ELEM			• Completion of all Core EDUC classes (3.0 GPA) • Passing scores NMTA Basic Skills and Content Area • Cooperating teacher Level II or III • Application due one semester prior	
Alternative: SEC			• Completion of	

ED			all Core EDUC classes (3.0 GPA) • Passing scores NMTA Basic Skills and Content Area • Cooperating teacher Level II or III • Application due one semester prior	
Alternative: SPED			• Completion of all Core EDUC classes (3.0 GPA) • Passing scores NMTA Basic Skills and Content Area • Cooperating teacher Level II or III • Application due one semester prior	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Post - Baccalaureate				
Advanced: Counseling				
Advanced: Education Leadership				

Source: SFCC

Teacher Education Accountability Reporting System (TEARS)
Evaluation Measures/Indicators

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

The Santa Fe Community College provides the following strategies and measurements in response to state-mandated objectives.

Objective #1: The central purpose of a seamless PK-20 education system is increasing student achievement.

Strategy: Developing professional development partnerships with outreach programs ENLACE, GEAR-UP, and AVID in K-12 public schools.

Measurement: Record of student achievement in outreach programs served by participants in professional development offerings.

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

Strategy: Conduct a professional development needs assessment with graduate's of SFCC Alternative Licensure Program. Offer professional development classes, workshops, and seminars based upon the needs assessment results.

Measurement: Record of participation in professional development offerings. Follow-up surveys to determine teacher retention of SFCC Alternative Licensure graduates.

Strategy: Meet regularly with mentors that serve Santa Fe Public Schools to determine the professional development needs of new teachers. Offer faculty services to partner in professional development of new teachers.

Measurement: Participant assessment of professional development offerings. Retention rates of teachers receiving professional development services.

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

Objective 6 Table: Title II Licensure Program Completers: Math, Science, and Technology 2006-2007 Academic Year (Summer 2006, Fall 2006, & Spring 2007)

	2006-2007 Baseline	2007-2008	2008-2009	2009-2010	2010-2011
Math	2				
Science	3				
Technology	1				

Source: SFCC

2008 New Mexico
Teacher Education Accountability Report
Financial Measures

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 211 in regard to institutions that provide teacher education preparation. (SB211-Sec. E)

Financial Measures 1a Table. Instructional Support Formula Revenue Compared to Budget for 2007-2008 Academic Year

	Instructional Support Formula Revenue [1]	Adjusted Instructional Support Formula Revenue [2]	I&G Budget	Budget +/- Formula	I&G Budget as Percent of Adjusted Formula Revenue
Total Institution	$10,165,387	$10,165,387	$26,038,901	+$15,873,514	+256.1%
Total College	$446,165	$372,013	$461,199	+$89,196	+124.0%
Initial Licensure Programs	$295,834	$246,542	$392,019	+$145,477	+159.0%
Extended University Initial Licensure Programs					

Source: SFCC

[1] Instruction/instructional support formula revenues are based upon base funding year, while budgets are for the current reporting year (2007-2008). Initial licensure formula revenue and budget are estimated. They are based upon the proportion of licensure preparation SCH for the current reporting year (2007-2008) applied to the college formula revenue and budget.

[2] The formula has funding built into it for university, rather than college, academic and institutional support. The adjusted formula revenue backs out this funding.

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

Financial Measures 1b Table. Expenditures and Cost per Student Credit Hour (SCH) for 2007-2008 Academic Year [1]

	Total SCH	I&G Expenditures (without fringe benefits) [2]	Expenditures per SCH (without fringe benefits)	Total I&G Expenditures (with fringe benefits)	Expenditures per SCH (with fringe benefits)
Institution	69,745.2	$22,152315	$317.60	$26,038,901	$373.34
College	3,072	$360,326	$117.29	$461,199	$150.13
Initial Licensure Programs	2,463	$306,277	$124.35	$392,019	$159.16
Extended University Initial Licensure Programs					

Source: SFCC

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

[2] 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.

Financial Measures 1c Table. Lowest and Highest Compensation (Salary + Benefits) of Full-Time[1] and Part-Time Faculty[2] 2007-2008 (Fall 2007 and Spring 2008 Semesters)

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3-Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
40,707	53,155			$1,254	$1,890

Source: SFCC

Notes:
[1] Full-time faculty include tenure-track and non-tenure-track faculty.
[2] Excludes graduate teaching assistants.

New Mexico
Teacher Education Accountability Report
November 2008
College of Santa Fe

Institution and Department Profile

Overview:

Mission of the Institution
College of Santa Fe fulfills its educational mission by operating as an independent comprehensive institution grounded in a strong liberal arts curriculum and distinguished by its programs in the creative arts. Inspired by its Lasallian heritage and enhanced by its location in the culturally rich Southwest, College of Santa Fe is guided in its mission by the following: excellence in teaching and diligent advising; flexible programs that meet the diverse educational needs of students; accessibility, especially for the less-advantaged; explicit attention to ethical values in all programs; an ecumenically and culturally sensitive intellectual and religious environment; collegiality among all constituents of the college; development of individual potential and a sense of service.

Mission of the Department of Education
The mission of the Education Department is to prepare excellent educators and counselors, thus continuing the Lasallian tradition on which the college was founded. We commit ourselves to this mission because we seek to improve the quality of education and to increase educational opportunities. We base our decisions on the college's core values of student centeredness, creativity, character, culture, civic capacity and shared governance.

The Teacher Education Program provides coursework leading to BA and MA degrees; Standard licensures in Elementary Education, Secondary Education, Special Education, Community Counseling, School Counseling, and Education Administration; Alternative licensures in Elementary, Secondary, and Special Education; and endorsements in TESOL, Bilingual Education, and Reading.

2008 New Mexico
Teacher Education Accountability Report
Teacher Preparation Indicators/Outcome Measures

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

Indicator 1 Table. Demographic Data
2007-2008 Academic Year
(Summer 2007, Fall 2007, and Spring 2008)

NMPED Approved Programs	Number of Undup. Enrollments	Male	Female	Number of Undup. Enrollments	White, non-Hisp.	Hispanic	Native American	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Elementary Education	**107	10	97	107	44	41	3	2	0	17
Secondary Education	**43	17	26	53	16	21	2	0	0	14
Special Education	44	8	36	44	25	8	0	3	1	7
K-12 (e.g., Art Ed, Music Ed, Physical Ed)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Counseling Education	**0	0	0	0	0	0	0	0	0	0
Educational Leadership	**12	4	8	16	5	6	1	3	0	1
Total	206	39	167	220	90	76	6	8	1	39
Percent	100%	18.9%	81.1%	100%	40.9%	34.5%	2.7%	3.6%	0.5%	17.7%

Source: College of Santa Fe

Working Note: For dual-licensure students (e.g. Elementary Education and Special Education), include the enrollment in the high need area (e.g. Special Education).
**Due to coding change in the system, approximately 100 graduate students have not been included because it is unclear what licensure was sought.
*Educational Leadership is Educational Administration Licensure

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

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

Indicator 2 Table. Standard for Entry/Exit
2007-2008 Academic Year

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME	N/A	N/A
UG Initial: ELEM	All students must apply and be admitted to the College of Santa Fe and the education program before enrolling in upper-division education courses (300- and 400-level). Exceptions require written permission from the chair of the Education Department. Requirements for full departmental admission during the first month of classes. 1. Transcripts: Applicants who have no college credits must submit an official transcript of their high school work. Transfer students must provide an official transcript of their work at every college and/or university they have attended. Only coursework with a grade of C- or above is accepted for transfer and the overall grade-point average for all transfer credit must be 2.5 or higher. 2. Character reference letter: The applicant must provide a letter from someone who knows them well attesting that he/she is of appropriate character to deal well with children and youth. 3. Suitability reference letter: The applicant must provide a recommendation from a member of the teaching or similar profession who knows them well attesting that he/she is suitable to be a teacher. 4. Application letter: The applicant must provide a letter addressed to the faculty of the Education Department stating the reasons they desire to enter the teaching profession. In	1. Before they begin field work, students must provide verification they have undergone a background check, which includes fingerprinting and shows they are eligible for teaching licensure. 2. Students are expected to earn a minimum grade of “C” in all education courses. Students may be required to repeat a course if their grade is lower than “C”. 3. Students are expected to maintain an overall minimum grade point average of 2.5 in all course work at CSF. 4. Students are expected to maintain professional behavior both in the classroom and the field. Failure to do so may result in dismissal from the program. 5. Each education student’s progress is reviewed by the Education Department faculty before the completion of the first practicum, internship or student teaching as a check point for identifying potential problems. Thus, if needed, a plan of action can be developed to assist students in their practica/student teaching/internship experience. NOTE: Students must take the New Mexico Teacher Assessments (NMTA): Basic Skills test before beginning methods courses. Exit Interviews/Surveys Final Portfolio Evaluation Verification of Pass; Or Registration for NMTA-Basic

	addition, this letter must address the College's Core Values included in the Conceptual Framework of the department	Skills Test Self-Evaluation - Review of Progress and Dispositions in Practicum I Form H: *Completed by the Student* Checklist For Review of Progress and Dispositions in Practicum II Form I: *Completed by the Methods Professor* Checklist for Review of Progress and Dispositions in Practicum II Form J: *Completed by the College Supervisor* Checklist For Review Of Progress And Dispositions In Practicum II Form K: *Completed by the Cooperating Teacher* Cooperating Teacher's Evaluation of ELEMENTARY Student Teacher's Achievement of State Competency Areas
UG Initial: SEC ED	Same as UG Initial: ELEM	Same as UG Initial: ELEM And… Cooperating teacher's Evaluation of SECONDARY Student Teacher's Achievement of State Competency Area
UG Initial: SPED	Same as UG Initial: ELEM	Same as UG Initial: ELEM And… Cooperating teacher's Evaluation of SPECIAL EDUCATION Student Teacher's Achievement of State Competency Areas
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	N/A	N/A
G Initial: ECE or ECME	N/A	N/A
G Initial: ELEM	1. Apply for the Master of Arts in Education by contacting the Education Department for program information and the Admissions Department for application policies and procedures. 2. Pay the application fee. 3. Provide a statement of intent which addresses your rationale for choosing this Master's program. This is to be an	1. Before they begin field work, students must provide verification they have undergone a background check, which includes fingerprinting and shows they are eligible for teaching licensure. 2. Students are expected to earn a minimum grade of "C" in any education course. Students may be required to repeat a course if their grade is lower than "C".

	academic paper, required in lieu of the Graduate Record Exam. It must include: a. A description of your personal and professional development level b. A statement of your personal and professional goals c. An explanation of how the coursework in this program can help you achieve those goals. Noting specific connections between your goals and the relevant courses is desirable d. An explanation of how the College's six Core Values, described in the Education Department's Conceptual Framework, relate to the personal and professional goals you wish to achieve through the Master's program. 4. Provide one official copy of your academic transcript from each college and/or university you have attended. Be sure to allow ample time for forwarding transcripts. If you were previously enrolled at the College of Santa Fe, you need not submit CSF transcripts nor resubmit official transcripts sent to CSF at the time of previous enrollment. Should official transcript delivery be delayed, you may request provisional acceptance. This request is made directly to the department. 5. Provide a copy of your teaching license, if applicable, to the Education Department. 6. Provide a current resume in which you describe your work experience, professional objectives, and any other facts bearing upon your qualifications for graduate work. 7. Provide two letters of recommendation for graduate study from someone who knows you well such as a member of the clergy or former employer who can provide a character reference attesting your qualifications for graduate study and	3. Candidates must maintain a 3.0 or higher cumulative grade point average to remain in the M.A. program. 4. Students are expected to maintain professional behavior both in the classroom and the field. Failure to do so may result in dismissal from the program. 5. Each education student's progress is reviewed by the Education Department faculty before the completion of the first practicum, internship or student teaching as a check point for identifying potential problems. Thus, if needed, a plan of action can be developed to assist students in their practica/student teaching/internship experience. And… NOTE: Teacher licensure students must take the New Mexico Teacher Assessments (NMTA): Basic Skills test before beginning methods courses. Exit Interviews/Surveys Final Portfolio Evaluation Verification of Pass; Or Registration for NMTA-Basic Skills Test Self-Evaluation - Review of Progress and Dispositions in Practicum I Form H: *Completed by the Student* Checklist For Review of Progress and Dispositions in Practicum II Form I: *Completed by the Methods Professor* Checklist for Review of Progress and Dispositions in Practicum II Form J: *Completed by the College Supervisor* Checklist For Review Of Progress And Dispositions In Practicum II Form K: *Completed by the Cooperating Teacher* Cooperating Teacher's Evaluation of ELEMENTARY

	subsequent work with young people. 8. Provide two letters of recommendation for graduate study from members of the education profession who know you well such as former teachers or professors who can provide a suitability reference attesting your qualifications for graduate study and to be an educator or counselor. 9. Have an interview by telephone or in person with a member of the Education faculty who advises in your area of interest. Upon completing 3 courses in the Master's program, you must apply for candidacy. Failure to do so in a timely manner may delay graduation. Requirements are as follows: 1. Complete the Request for Advancement to Candidacy form, found in the Graduate Handbook. 2. Prepare a statement requesting advancement to candidacy noting specifically how the first three courses have impacted your development. 3. Print a copy of your Program Evaluation Form and an updated transcript from Web Advisor. A cumulative GPA of at least 3.0 is required for advancement. 4. Include copies of your first three graduate papers/projects with the professors' comments. 5. Include other materials, such as reflective journal entries, which you and/or your advisor consider desirable to indicate your learning and development. 6. All materials should be professionally presented in a binder with appropriate dividers. The review process for advancement is described in the Graduate Handbook.	Student Teacher's Achievement of State Competency Areas
G Initial: SEC ED	Same as G Initial: ELEM	Same as G Initial: ELEM And…

		NOTE: Teacher licensure students must take the New Mexico Teacher Assessments (NMTA): Basic Skills test before beginning methods courses. Exit Interviews/Surveys Final Portfolio Evaluation Verification of Pass; Or Registration for NMTA-Basic Skills Test Self-Evaluation - Review of Progress and Dispositions in Practicum I Form H: *Completed by the Student* Checklist For Review of Progress and Dispositions in Practicum II Form I: *Completed by the Methods Professor* Checklist for Review of Progress and Dispositions in Practicum II Form J: *Completed by the College Supervisor* Checklist For Review Of Progress And Dispositions In Practicum II Form K: *Completed by the Cooperating Teacher* Cooperating teacher's Evaluation of SECONDARY Student Teacher's Achievement of State Competency Area
G Initial: SPED	Same as G Initial: ELEM	Same as G Initial: ELEM And… NOTE: Teacher licensure students must take the New Mexico Teacher Assessments (NMTA): Basic Skills test before beginning methods courses. Exit Interviews/Surveys Final Portfolio Evaluation Verification of Pass; Or Registration for NMTA-Basic Skills Test Self-Evaluation - Review of Progress and Dispositions in

		Practicum I Form H: *Completed by the Student* Checklist For Review of Progress and Dispositions in Practicum II Form I: *Completed by the Methods Professor* Checklist for Review of Progress and Dispositions in Practicum II Form J: *Completed by the College Supervisor* Checklist For Review Of Progress And Dispositions In Practicum II Form K: *Completed by the Cooperating Teacher* Cooperating teacher's Evaluation of SPECIAL EDUCATION Student Teacher's Achievement of State Competency Areas
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	N/A	N/A
Alternative: ECE or ECME	N/A	N/A
Alternative: ELEM	Same as G Initial: ELEM	Same as G Initial: ELEM
Alternative: SEC ED	Same as G Initial: ELEM	Same as G Initial: SEC ED
Alternative: SPED	Same as G Initial: ELEM	Same as G Initial: SPED
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	N/A	N/A
Post -Baccalaureate	N/A	N/A
Advanced: Counseling	Same as G Initial: ELEM	Same as G Initial: ELEM And…. Exit Interviews/Surveys Final Portfolio Evaluation On-Site Supervisor's Evaluation of Practicum Student (Counseling) Counseling Internship Summary and Evaluation
Advanced: *Education Leadership	Same as G Initial: ELEM	Same as G Initial: ELEM And…. Exit Interviews/Surveys Final Portfolio Evaluation

Source: College of Santa Fe

*Educational Leadership is Educational Administration Licensure

Key:

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

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

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

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

Indicator 3 Table. Number of Hours for Field Placement and Student Teaching
2007-2008 Academic Year

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours [2]
UG Initial: ECE or ECME	N/A	N/A	N/A
UG Initial: ELEM	195	14wks fulltime (approx 490 hrs)	N/A
UG Initial: SEC ED	195	14wks fulltime (approx 490 hrs)	N/A
UG Initial: SPED	150	14wks fulltime (approx 490 hrs)	N/A
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	N/A	N/A	N/A
G Initial: ECE or ECME	N/A	N/A	N/A
G Initial: ELEM	195	14wks fulltime (approx 490 hrs)	N/A
G Initial: SEC ED	195	14wks fulltime (approx 490 hrs)	N/A
G Initial: SPED	150	14wks fulltime (approx 490 hrs)	N/A
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	N/A	N/A	N/A
Alternative: ECE or ECME	NA[1]	N/A	N/A
Alternative: ELEM	NA[1]	14wks fulltime (approx 490 hrs)	N/A
Alternative: SEC ED	NA[1]	14wks fulltime (approx 490 hrs)	N/A
Alternative: SPED	NA[1]	14wks fulltime (approx 490 hrs)	N/A
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA[1]	N/A	N/A
Post –Baccalaureate	N/A	N/A	N/A
Advanced: Counseling	100	300	N/A
Advanced: Education Leadership	N/A	180	N/A

Source: College of Santa Fe

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

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

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

Indicator 4a Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Standard Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	Traditional 4-point scale	Data not consistently being posted to database, so unavailable for this reporting period	N/A	N/A	N/A
Graduate	Traditional 4-point scale	Data not consistently being posted to database, so unavailable for this reporting period	N/A	N/A	N/A

Source: College of Santa Fe

Notes:
* Act/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.

Indicator 4b Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	Traditional 4-point scale	Data not consistently being posted to database, so	N/A	N/A	N/A

		unavailable for this reporting period			
Graduate	Traditional 4-point scale	Data not consistently being posted to database, so unavailable for this reporting period	N/A	N/A	N/A

Source: College of Santa Fe

Notes:
* ACT/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.
[3] Alternative licensure candidates record the cumulative GPA of the highest degree earned.

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

Indicator 5 Table. Number and Percentage of Candidates Admitted and Enrolled 2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008) And Number of Title II (Licensure) Program Completers 2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

Licensure Type	Number of Candidates Admitted and Enrolled 2007-2008 Academic Year	Number of Title II or Program Completers 2006-2007 Academic Year	Proportion (Percent) of Program Completers to Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate	52	Estimate 43	82.7
Alternative Licensure	20	Estimate 17	85.0
Advanced Licensure: Counseling	8	Estimate 6	85.6
Advanced Licensure: Ed Leadership			

Source: College of Santa Fe

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

Indicator 6 Table. Number and Types of Degrees
2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME	N/A		
UG Initial: ELEM	20		
UG Initial: SEC ED	1		
UG Initial: SPED	0		
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	N/A		
G Initial: ECE or ECME	N/A	N/A	N/A
G Initial: ELEM		7	N/A
G Initial: SEC ED		7	N/A
G Initial: SPED		13	N/A
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)		N/A	N/A
Alternative: ECE or ECME	NA[1]	NA[1]	NA
Alternative: ELEM	NA[1]	12	NA
Alternative: SEC ED	NA[1]	15	NA
Alternative: SPED	NA[1]	1	NA
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA[1]	N/A	NA
Post -Baccalaureate	NA[1]	NA[1]	N/A
Advanced: Counseling		0	N/A
Advanced: Education Leadership		5	N/A
Doctorates Leading to Professional Development and Continuing Education (ECE or ECME, ELEM, SED, & SPED)	N/A	N/A	N/A

Source: College of Santa Fe

Note:
[1]Alternative licensure and post-bacc programs do not grant degrees

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

Indicator 7 Table. Placement Practices
2007-2008 Academic Year

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME	UG Initial: ECE or ECME	N/A	N/A	N/A
UG Initial: ELEM	UG Initial: ELEM	Practicum I. Instructor permission.	Successful completion of requirements for Practicum I. During Practicum I, students must complete all the necessary steps required by the College of Santa Fe for working in a classroom including: 1. Complete Finger print process and background check. 2. Complete a Self Evaluation Form and submit it to the Practicum I instructor. 3. Complete Reflection journal entries. 4. Complete NMTA Basic Skills Exam (New Mexico Teacher Assessment exams). Student must register for the basic skills test before student teaching. 5. Apply for Student Membership in the National Education Association (unless employed by the school district in which student teaching). The membership provides liability	**Criteria to Continue with Teaching Program** 1. Continue demonstrating the State Competencies and professional behavior; 2. Pass the Review of Progress in the Student Teaching Program; 3. Have at least a C in all education courses; and 4. Maintain a minimum overall grade point average of 2.5 or higher. **Review Procedures** 1. The method's professor records her/his assessment regarding the student teacher's course performance on the Checklist for Review of Progress in the Practicum II Teaching Program. 2. The college supervisor for Practicum II

			coverage for college students during practicum and/or student teaching. 6. Obtain a copy of the Student Teaching Handbook. The handbook is available at www.csf.edu. 7. Complete 15 hours of observations and interviews in an elementary setting (K-8), 15 in a secondary setting (7-12) and 15 in a special ed setting (K-12). (Hours can be substituted in any area above from observations in alternative educational settings, i.e. District Board meetings, district meetings, e.g.) Plan to complete Practicum II must be documented and accepted by the college supervisor before any placement is formalized (Form C). Days and times for the practicum must be consistent week to week throughout the semester, unless permanent changes are agreed upon by the student teachers, cooperating teacher and college supervisor. During Practicum II, students can choose to work in the classroom either two full days a week or four half days per	provides input concerning the student teacher's work on site by completing Checklist for Review of Progress in the Practicum II Teaching Program. 3. The cooperating teacher will assess the student teacher's performance in the classroom on the Checklist for Review of Progress in the Practicum II Teaching Program. 4. At the end of Practicum II, a review panel composed of Education faculty with whom the student teacher has had at least one course reviews the work. The panel decides that the student teacher will be: a. Allowed to continue in the program with no special conditions; b. Allowed to continue in the program with a Growth Plan for specific performance expectations, e.g., additional readings, independent research, an extension of the classroom placement to demonstrate specific competencies

			week	c. Required to withdraw from the program; 5. The student teacher will be notified as soon as possible after the review. If necessary, the student teacher will jointly prepare and sign a written Student Teacher's Growth Plan, have it signed by the department chairperson, and place a copy in the student teacher's file. 6. The student teacher must meet the Growth Plan goals before they are allowed to register for the next practica/student teaching course.
UG Initial: SEC ED	UG Initial: SEC ED	Same as UG Initial: ELEM	Same as UG Initial: ELEM	Same as UG Initial: ELEM
UG Initial: SPED	UG Initial: SPED	Same as UG Initial: ELEM	Same as UG Initial: ELEM	Same as UG Initial: ELEM
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	N/A	N/A	N/A
G Initial: ECE or ECME	G Initial: ECE or ECME	N/A	N/A	N/A
G Initial: ELEM	G Initial: ELEM	Same as UG Initial: ELEM	Same as UG Initial: ELEM	Same as UG Initial: ELEM
G Initial: SEC ED	G Initial: SEC ED	Same as UG Initial: ELEM	Same as UG Initial: ELEM	Same as UG Initial: ELEM
G Initial: SPED	G Initial: SPED	Same as UG Initial: ELEM	Same as UG Initial: ELEM	Same as UG Initial: ELEM
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	N/A	N/A	N/A
Alternative: ECE or ECME	Alternative: ECE or ECME	N/A	N/A	N/A
Alternative: ELEM	Alternative: ELEM	N/A	N/A	Same as UG Initial: ELEM
Alternative: SEC ED	Alternative: SEC ED	N/A	N/A	Same as UG Initial: ELEM

Alternative: SPED	Alternative: SPED	N/A	N/A	Same as UG Initial: ELEM
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	N/A	N/A	N/A
Post - Baccalaureate	Post - Baccalaureate	N/A	N/A	N/A
Advanced: Counseling	Advanced: Counseling			
Advanced: Education Leadership	Advanced: Education Leadership			

Source: College of Santa Fe

Teacher Education Accountability Reporting System (TEARS)
Evaluation Measures/Indicators

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

The College of Santa Fe provides the following strategies and measurements in response to state-mandated objectives.

Objective #1: The central purpose of a seamless PK-20 education system is increasing student achievement.

Strategy – CSF makes every effort possible to guarantee the quality of the completers in its Teacher Education Program in the areas of Elementary Education, Secondary Education, Special Education, TESOL, Bilingual Education, Education Administration, and School Counseling.

Measurement: Grades in methods courses leading to the licensure and endorsement programs named above, quality of the portfolios developed as the capstone activities in these programs, evaluations by school-based mentors and methods instructors of the candidates in these programs.

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

Strategy – By adequately preparing candidates for licensures and endorsements to meet the challenges in the field.

Measurement – See "measurement" for Objective #1.

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

Strategy – By working closely with the departments that provide core coursework to make sure that courses are provided that are the basis for performance on the Basic Skills portion of NMTA and by providing test preparation for this exam.

Measurement – Scores on the NMTA.

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

Strategy – By factoring in the GPAs of students coming into licensure programs with prior coursework in core academic areas and requiring letters of recommendation for candidates for licensures from people that know their performance in core academic areas.

Measurement – GPAs of incoming candidates to the programs, narratives in letters of recommendations, and scores on content area NMTA tests.

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

Strategy - By factoring in the GPAs of students coming into licensure programs with prior coursework in core academic areas and requiring letters of recommendation for candidates for licensures from people that know their performance in core academic areas.

Measurement - GPAs of incoming candidates to the programs, narratives in letters of recommendations, and scores on content area NMTA tests.

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

Strategy – By providing quality core coursework in the areas of math, science, and technology at CSF.

Measurement – Grades of students in these core areas of math, science and technology and scores in math and science tests of NMTA.

Objective 6 Table: Title II Licensure Program Completers: Math, Science, and Technology 2006-2007 Academic Year (Summer 2006, Fall 2006, & Spring 2007)

	2006-2007 Baseline	2007-2008	2008-2009	2009-2010	2010-2011
Math	*2				
Science	*3				
Technology					

Source: College of Santa Fe

*Data was not collected as students may come in to do alternative or standard licensure at the graduate level and their endorsement area was determined by BA from an institution other than CSF. Data indicated here is from NMTA test takers in the areas of Math & Science.

2008 New Mexico
Teacher Education Accountability Report
Financial Measures

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 211 in regard to institutions that provide teacher education preparation. (SB211-Sec. E)

Financial Measures 1a Table. Instructional Support Formula Revenue Compared to Budget for 2007-2008 Academic Year

	Instructional Support Formula Revenue [1]	Adjusted Instructional Support Formula Revenue [2]	I&G Budget	Budget +/- Formula	I&G Budget as Percent of Adjusted Formula Revenue
Total Institution					
Total College	N/A	N/A	S29,991,321	N/A	N/A
Initial Licensure Programs	N/A	N/A	$417,490	N/A	N/A
Extended University Initial Licensure Programs					

Source: College of Santa Fe

[1] Instruction/instructional support formula revenues are based upon base funding year, while budgets are for the current reporting year (2007-2008). Initial licensure formula revenue and budget are estimated. They are based upon the proportion of licensure preparation SCH for the current reporting year (2007-2008) applied to the college formula revenue and budget.

[2] The formula has funding built into it for university, rather than college, academic and institutional support. The adjusted formula revenue backs out this funding.

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

Financial Measures 1b Table. Expenditures and Cost per Student Credit Hour (SCH) for 2007-2008 Academic Year [1]

	Total SCH	I&G Expenditures (without fringe benefits) [2]	Expenditures per SCH (without fringe benefits)	Total I&G Expenditures (with fringe benefits)	Expenditures per SCH (with fringe benefits)
Institution					
College	$40,014	$6,132,161 Instructional only	$153.25	$7,414,376 Instructional only	$185.30
Initial Licensure Programs	$5,709	$331,376 Instructional only	$58.04	$417,490 Instructional only	$73.13
Extended University Initial Licensure Programs					

Source: College of Santa Fe and HED

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

[2] 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.

Financial Measures 1c Table. Lowest and Highest Compensation (Salary + Benefits) of Full-Time[1] and Part-Time Faculty[2] 2007-2008 (Fall 2007 and Spring 2008 Semesters)

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course		Part-Time Faculty Compensation per 3-Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
N/A	N/A	N/A	N/A	$1,614	$1,614

Source: College of Santa Fe and HED

Notes:
[1] Full-time faculty include tenure-track and non-tenure-track faculty.
[2] Excludes graduate teaching assistants.

New Mexico
Teacher Education Accountability Report
November 2008

University of the Southwest

Institution and College Profile

Overview:

University of the Southwest (USW) is a liberal arts institution that is grounded in its unique Mission, the hallmarks of which include independence, a continuing commitment to fundamental Christian values, an ongoing commitment to debt-free operations, and a long standing support of free enterprise education and teacher education.

The shared vision of professional education in the School of Education (SOE) is founded on and fully committed to the USW and SOE Missions and the SOE Conceptual Framework. The SOE's Mission focuses on preparing candidates for entry and continuation in their respective careers as teachers, counselors, administrators, diagnosticians, and other professionals. In addition, the SOE Conceptual Framework (a) aligns with the USW and SOE Missions, (b) contains five basic principles (i.e., meaning, knowing, practice, transfer, and reflection), and (c) is based upon the *4MAT System* (McCarthy, 1996; 2001), which is a research-based, natural learning cycle and organizational planning model. The University and School Missions, in concert with the SOE's Conceptual Framework, form the underlying foundation for all educational programs and provide an overall focus of continuing growth and renewal for candidates in the TEP.

USW's teacher preparation program (TEP) is approved by the New Mexico Public Education Department and offers coursework that leads to a Bachelor of Science Degree in Elementary Education, Secondary Education, Special Education, Physical Education, and Early Childhood Education. Furthermore, TEP candidates can select one of several teaching fields in which to minor: Language Arts, Bilingual Education, Social Science Mathematics, General Science, Psychology, Physical Education, and Business Marketing.

2008 New Mexico
Teacher Education Accountability Report
Teacher Preparation Indicators/Outcome Measures

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

Indicator 1 Table. Demographic Data
2007-2008 Academic Year
(Summer 2007, Fall 2007, and Spring 2008)

NMPED Approved Programs	Number of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American.	African American	Asian/Pacific Islander	Not Reported
Early Childhood Education	16	0	16	9	5	0	1	0	1
Elementary Education	64	4	60	30	34	0	0	0	0
Secondary Education	33	13	20	20	12	0	1	0	0
Special Education	5	1	4	2	3	0	0	0	0
*K-12 (e.g., Art Ed, Music Ed, Physical Ed)	9	7	2	5	4	0	0	0	0
Counseling Education	34	6	28	24	9	0	1	0	0
Educational Leadership	13	7	6	10	2	0	1	0	0
Total	174	38	136	100	69	0	4	0	1
Percent	100%	21.8%	78.2%	57.5%	39.7%	0%	2.3%	0%	0.6%

Source: University of the Southwest

***USW's Physical Ed program is approved as an Elementary and Secondary combined program, not a K-12 program per se.**

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

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

Indicator 2 Table. Standard for Entry/Exit
2007-2008 Academic Year

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME	• Must be admitted to USW; be in good standing; • Must have completed at least 33 semester credit hours. Transfer students who enter USW after their sophomore year must apply to the TEP when they meet the eligibility criteria; • Must have passed the Basic Skills part of the NMTA. • Must have an overall GPA of 2.5 or better; • Must have a completed and signed copy of the education degree plan or licensure plan; • Must submit one letter of reference from any reliable source excluding family members; • Must submit the completed Teacher Education Packet; • Must have completed a successful admission interview with the TEP committee.	• Apply for admission to intern teaching; • Be a candidate in good standing, formally admitted to the TEP; • Have completed all required professional education courses; • Have completed all of the courses for teaching field/endorsement areas; • Have an overall GPA of at least 2.50; a GPA of at least 3.0 in professional education courses; and teaching field GPA of at least 3.0 (These are also required for graduation.) • Have a faculty letter of recommendation from the major or teaching field; • Must have passed all required NMTA exams • Must submit all Intern Teaching Evaluations (competency based); • Successfully complete 14 weeks of Intern Teaching; • Attend weekly Intern Teacher Seminars; • Submit an Intern Teacher Portfolio • Apply for graduation.
UG Initial: ELEM	Same as above	Same as above
UG Initial: SEC ED	Same as above	Same as above
UG Initial: SPED	Same as above	Same as above
*UG Initial: K-12 (e.g., Art Ed, Music Ed, **Physical Ed**)	Same as above	Same as above
G Initial: ECE or ECME	NA	NA
G Initial: ELEM	NA	NA
G Initial: SEC ED	NA	NA
G Initial: SPED	NA	NA
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA
Alternative: ECE or ECME	NA	NA

Alternative: ELEM	NA	NA
Alternative: SEC ED	NA	NA
Alternative: SPED	NA	NA
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA
Post -Baccalaureate	• Must be admitted to USW; be in good standing; • Must have earned a Bachelor's degree from an accredited college or university; • Must take the Basic Skills part of the NMTA before admission to the TEP. • Must have an overall GPA of 2.5 or better; • Must have a completed and signed copy of the education degree plan or licensure plan; • Must submit one letter of reference from any reliable source excluding family members; • Must submit the completed Teacher Education Packet; • Must have completed a successful admission interview with the TEP committee.	• Apply for admission to intern teaching; • Be a candidate in good standing, formally admitted to the TEP; • Have completed all required professional education licensure courses; • Have completed all of the courses for teaching field/endorsement areas; • Have an overall GPA of at least 2.50; a GPA of at least 3.0 in professional education courses; and teaching field GPA of at least 3.0 (These are also required for graduation.) • Have a faculty letter of recommendation from the major or teaching field; • Must have passed all required NMTA exams • Must submit all completed Intern Teaching Evaluations (competency based); • Successfully complete 14 weeks of Intern Teaching; • Attend weekly Intern Teacher Seminars; • Submit an Intern Teacher Portfolio • Apply for graduation.
Advanced: Counseling	• Possess an appropriate bachelor's degree from a regionally accredited college of university; • Have received licensure or certification from the appropriate state agency, if applicable; • Have earned an overall 3.0 GPA on a 4.0 scale as an undergraduate; • Complete an online application and pay a $50 application fee; • Submit a packet to the School of Education that includes a resume, philosophy of education paper (5-10 pages), two recommendation forms	• Master's degree from a regionally accredited college of university; • 42 hours that incorporate PED competencies; • Successfully complete a 300-hour Internship in a school setting; May take the NMTA sometime during the Internship • Submit a graduate portfolio at the conclusion of the Internship • Pass the Graduate Comprehensive Examination • Apply for graduation ○ Once graduated and NMTA is passed… ✓ Apply for licensure

	(one from the most recent employer/supervisor), and license/certificate if applicable; • Once the application and packet are received and reviewed, the candidate will receive a recommendation for acceptance in the Graduate School. • All of these criteria must be met for *unconditional* admission. • If an applicant fails to meet one or more of the requirements for admission to graduate study, the Graduate Committee may choose to grant *conditional* admission with the understanding that the student has **one (1) semester** to satisfy the deficiencies specified. The candidate may take no more than six (6) semester hours of graduate course work as a conditional admittee.	
Advanced: Education Leadership	• Possess an appropriate bachelor's degree from a regionally accredited college of university; • Have received licensure or certification from the appropriate state agency, if applicable; (NM applicants are advised that they should have at least a NM Level 2 license and acquire a NM Level 3 license by the time they complete the ED AD program in order to be able to apply for the ED AD license.) • Have earned an overall 3.0 GPA on a 4.0 scale as an undergraduate; • Complete an online application and pay a $50 application fee; • Submit a packet to the School of Education that includes a resume, philosophy of education paper (5-10 pages), two recommendation forms (one from the most recent employer/supervisor), and license/certificate if applicable; • Once the application and	• Master's degree from USW • Complete 36 hours that incorporate PED competencies; • Earn a GPA of 3.0 or better; • Successfully complete a 180-hour Internship in a school setting; • Submit a graduate portfolio at the conclusion of the Internship • Pass the Graduate Comprehensive Examination • Apply for graduation ○ Once graduated… ✓ Pass the NMTA for ED AD ✓ Apply for licensure if the person has held a Level 3 teaching license for one year.

	packet are received and reviewed, the candidate will receive a recommendation for acceptance in the Graduate School. • All of these criteria must be met for *unconditional* • If an applicant fails to meet one or more of the requirements for admission to graduate study, the Graduate Committee may choose to grant *conditional* admission with the understanding that the student has **one (1) semester** to satisfy the deficiencies specified. The candidate may take no more than six (6) semester hours of graduate course work as a conditional admittee.	

Source: University of the Southwest

***USW's Physical Ed program is approved as an Elementary and Secondary combined program, not a K-12 program per se.**

Key:

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

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

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

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

Indicator 3 Table. Number of Hours for Field Placement and Student Teaching
2007-2008 Academic Year

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours [2]
UG Initial: ECE or ECME	**180**	**490**	NA
UG Initial: ELEM	**90**	**490**	NA
UG Initial: SEC ED	**90**	**490**	NA
UG Initial: SPED	**90**	**490**	NA
*UG Initial: K-12 (e.g., Art Ed, Music Ed, **Physical Ed***)	**90**	**490**	NA
G Initial: ECE or ECME	NA	NA	NA
G Initial: ELEM	NA	NA	NA
G Initial: SEC ED	NA	NA	NA
G Initial: SPED	NA	NA	NA
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA	NA
Alternative: ECE or ECME	NA[1]	NA	NA
Alternative: ELEM	NA[1]	NA	NA
Alternative: SEC ED	NA[1]	NA	NA
Alternative: SPED	NA[1]	NA	NA
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA[1]	NA	NA
Post –Baccalaureate	**90**	**490**	NA
Advanced: Counseling	NA	NA	**300**
Advanced: Education Leadership	NA	NA	**180**

Source: University of the Southwest

*The Physical Education program is a PED-approved Elementary/Secondary program, not a K-12 program.
Notes:
[1] Alternative licensure programs do not include pre-student teaching. Some alternative licensure programs require observation hours; if this is the case, they are reported in the On-site Contact Hours in Pre-Student Teaching column.

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

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

Indicator 4a Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Standard Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	Cumulative GPA	**3.24**	NA	NA	**265**
Graduate	Undergraduate Cumulative GPA	**3.8**	NA	NA	NA

Source: University of the Southwest

Notes:
* Act/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.

Indicator 4b Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	NA	NA	NA	NA	NA
Graduate	NA	NA	NA	NA	NA

Source: University of the Southwest

University of the Southwest has no alternative licensure program.

Notes:
* ACT/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.
[3] Alternative licensure candidates record the cumulative GPA of the highest degree earned.

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

Indicator 5 Table. Number and Percentage of Candidates Admitted and Enrolled 2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008) And Number of Title II (Licensure) Program Completers 2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

Licensure Type	Number of Candidates Admitted and Enrolled 2007-2008 Academic Year	Number of Title II or Program Completers 2006-2007 Academic Year	Proportion (Percent) of Program Completers to Candidates Admitted and Enrolled **(not comparing groups from same cohort)**
Standard Licensure Including Post-Baccalaureate	**181**	**176**	N/A
Alternative Licensure	N/A	N/A	N/A
Advanced Licensure: Counseling	**33**	**47**	N/A
Advanced Licensure: Ed Leadership	**27**	**23**	N/A

Source: University of the Southwest

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

Indicator 6 Table. Number and Types of Degrees
2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME	**1**	NA	NA
UG Initial: ELEM	**23**	NA	NA
UG Initial: SEC ED	**4**	NA	NA
UG Initial: SPED	**3**	NA	NA
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	**1**	NA	NA
G Initial: ECE or ECME	NA	NA	NA
G Initial: ELEM	NA	NA	NA
G Initial: SEC ED	NA	NA	NA
G Initial: SPED	NA	NA	NA
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA	NA
Alternative: ECE or ECME	NA[1]	NA[1]	NA[1]
Alternative: ELEM	NA[1]	NA[1]	NA[1]
Alternative: SEC ED	NA[1]	NA[1]	NA[1]
Alternative: SPED	NA[1]	NA[1]	NA[1]
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA[1]	NA[1]	NA[1]
Post -Baccalaureate	NA[1]	NA[1]	NA[1]
Advanced: Counseling	NA	**5**	NA
Advanced: Education Leadership	NA	**1**	NA
Doctorates Leading to Professional Development and Continuing Education (ECE or ECME, ELEM, SED, & SPED)	NA	NA	NA

Source: University of the Southwest

Note:
[1]Alternative licensure and post-bac programs do not grant degrees

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

Indicator 7 Table. Placement Practices
2007-2008 Academic Year

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME	• Enroll in EDU 1101 Field Based Observation	• Field Experience is embedded in ECE coursework • For Practica, enroll in the following courses: ○ ECE 2162 Curriculum and Development and Implementation, Practicum I (2 cr) ○ ECE 2172 Curriculum and Development and Implementation, Practicum II (2 cr) ○ ECE 3162 Integrated EC Curriculum PRACTICUM (2 cr) ○ ECE 3172 Methods and Materials for Early Primary Grades PRACTICUM (2 cr.) ○ ECE 4111 Teaching Reading and Writing PRACTICUM (1 cr)	• Must have taken all the required NMTAs • Completed all coursework on degree plan • Cumulative GPA 2.5 • GPA 3.0 (in the major: Professional Education Courses) • GPA 3.0 (in the minor: Teaching Field or Endorsement) • Complete the Intern Teaching application process • Complete and clear a fingerprint and background check • Acquire a personal liability policy of at least $1 million dollars • Enroll in ECE 4011 (Intern Teaching & Seminar)	NA
UG Initial: ELEM	• Enroll in EDU 1101 Field Based Observation	• Enroll in EDU 4502 Field Experience II	• Must have taken all the required NMTAs • Completed all coursework on degree plan • Cumulative GPA 2.5	NA

			• GPA 3.0 (in the major: Professional Education Courses) • GPA 3.0 (in the minor: Teaching Field or Endorsement) • Complete the Intern Teaching application process • Complete and clear a fingerprint and background check • Acquire a personal liability policy of at least $1 million dollars • Enroll in EDU 4545 (Intern Teaching) • Enroll in EDU 4601 (Seminar)	
UG Initial: SEC ED	• Enroll in EDU 1101 Field Based Observation	• Enroll in EDU 4502 Field Experience II	• Must have taken all the required NMTAs • Completed all coursework on degree plan • Cumulative GPA 2.5 • GPA 3.0 (in the major: Professional Education Courses) • GPA 3.0 (in the minor: Teaching Field or Endorsement) • Complete the Intern Teaching application process • Complete and clear a fingerprint and background check • Acquire a personal liability policy of at least $1 million dollars • Enroll in EDU	NA

			4545 (Intern Teaching) • Enroll in EDU 4601 (Seminar)	
UG Initial: SPED	• Enroll in SPED 1101 Field Based Observation	• Enroll in EDU 4502 Field Experience II	• Must have taken all the required NMTAs • Completed all coursework on degree plan • Cumulative GPA 2.5 • GPA 3.0 (in the major: Professional Education Courses) • GPA 3.0 (in the minor: Teaching Field or Endorsement) • Complete the Intern Teaching application process • Complete and clear a fingerprint and background check • Acquire a personal liability policy of at least $1 million dollars • Enroll in SPED 4545 (Intern Teaching) • Enroll in SPED 4601 (Seminar)	NA
UG Initial: K-12 (e.g., Art Ed, Music Ed, **Physical Ed is Elem/Sec, *not* K-12 at USW**)	• Enroll in EDU 1101 Field Based Observation	• Enroll in EDU 4502 Field Experience II	• Must have taken all the required NMTAs • Completed all coursework on degree plan • Cumulative GPA 2.5 • GPA 3.0 (in the major: Professional Education Courses) • GPA 3.0 (in the minor: Teaching Field or Endorsement) • Complete the Intern Teaching application	NA

			process • Complete and clear a fingerprint and background check • Acquire a personal liability policy of at least $1 million dollars • Enroll in EDU 4545 (Intern Teaching) • Enroll in EDU 4601 (Seminar)	
G Initial: ECE or ECME	NA	NA	NA	NA
G Initial: ELEM	NA	NA	NA	NA
G Initial: SEC ED	NA	NA	NA	NA
G Initial: SPED	NA	NA	NA	NA
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA	NA	NA
Alternative: ECE or ECME	NA	NA	NA	NA
Alternative: ELEM	NA	NA	NA	NA
Alternative: SEC ED	NA	NA	NA	NA
Alternative: SPED	NA	NA	NA	NA
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA	NA	NA	NA
Post - Baccalaureate	• Enroll in EDU 1101 Field Based Observation	• Enroll in EDU 4502 Field Experience II	• Must have taken all the required NMTAs • Completed all coursework on licensure plan • Cumulative GPA 2.5 for Bachelor's degree • GPA 3.0 (in the major: Professional Education Courses) • GPA 3.0 (in the minor: Teaching Field or Endorsement) • Complete the Intern Teaching application process • Complete and clear a fingerprint and background	NA

			check • Acquire a personal liability policy of at least $1 million dollars • Enroll in EDU 4545 (Intern Teaching) • Enroll in EDU 4601 (Seminar)	
Advanced: School Counseling	NA	NA	NA	• Possess the appropriate bachelor's degree from a regionally accredited college or university • Have received licensure from the appropriate state agency, if applicable • Have earned an overall 3.0 GPA on a 4-point scale as an undergraduate • Complete an online graduate application and pay a $50 application fee. • Submit a packet to the School of Education that includes a resume, philosophy of education/counseling (5-10 pages), two recommendation forms including one from the most recent employer/supervisor), and license/certificate if applicable. • Submit official transcripts of all previous college work to Office of Enrollment Services, which must be received within 30 days of application to the graduate program • Once the application and

				packet are received and reviewed, the candidate will receive a recommendation for acceptance in the Graduate School. • The GRE (Graduate Record Examination) is not required for admission. However, students must demonstrate writing skills commensurate with graduate level writing and a minimum GPA of 3.0 during the first six (6) hours of graduate coursework; the student must earn a grade of *B* or above in EDU 5523 Educational Research, which must be taken at the first opportunity. • Complete leveling courses as advised. • All of these criteria must be met for **unconditional** admission.
Advanced: Education Leadership	NA	NA	NA	• Possess the appropriate bachelor's degree from a regionally accredited college or university • Have received licensure from the appropriate state agency, if applicable • Have earned an overall 3.0 GPA on a 4-point scale as an undergraduate • Complete an online graduate application and pay a $50 application fee. • Submit a packet to

				the School of Education that includes a resume, philosophy of education (5-10 pages), two recommendation forms including one from the most recent employer/supervisor), and license/certificate if applicable. • Submit official transcripts of all previous college work to Office of Enrollment Services, which must be received within 30 days of application to the graduate program • Once the application and packet are received and reviewed, the candidate will receive a recommendation for acceptance in the Graduate School. • The GRE (Graduate Record Examination) is not required for admission. However, students must demonstrate writing skills commensurate with graduate level writing and a minimum GPA of 3.0 during the first six (6) hours of graduate coursework; the student must earn a grade of *B* or above in EDU 5523 Educational Research, which must be taken at the first opportunity. • Complete leveling courses as advised.

				• All of these criteria must be met for **unconditional** admission. NOTE: Individuals who are not New Mexico (NM) residents but are interested in beginning graduate work with USW are advised to consult their State's department of education to determine if our program meets their State's licensing/certification requirements. USW makes no guarantee that the SOE's NM-approved licensure programs align with the licensing/certification regulations of any other state. Therefore, it is up to the individual to determine the appropriateness of USW's programs for their educational needs *before they register for classes.* International applicants should contact the Office of Enrollment Services for specific information on admission to the Graduate Program.

Source: University of the Southwest

Teacher Education Accountability Reporting System (TEARS)
Evaluation Measures/Indicators

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

The University of the Southwest provides the following strategies and measurements in response to state-mandated objectives.

Objective #1: The central purpose of a seamless PK-20 education system is increasing student achievement.

Strategy A: A partnership between USW and Lea County School Districts (i.e., Hobbs, Lovington, Tatum, Eunice, and Jal) as well as the school districts in Denver City, Texas, and Seminole, Texas, has been accomplished in order to collaborate on the appropriate placement of Intern Teachers, School Counselors, and Educational Diagnosticians, which has the potential to increase student achievement.
Measurement: Based on the appropriate State Competencies, Intern Teacher Evaluation scores are analyzed and program improvements made based on the data. Program improvements have the potential to improve Intern Teacher practice and and current research indicates that can affect a positive increase in student achievement. This measurement includes both quantitative and qualitative data. Similar evaluation instruments are used to acquire data for School Counselors and Educational Diagnosticians.

Strategy B: A Fall 2008 partnership between USW and the Hobbs Municipal School District facilitates placement of pre-service education majors as tutors who are assigned to a specific school and teacher in order to facilitate student learning in the classroom. Education majors tutor students primarily in Reading. However, mathematics and science tutoring may be implemented in the future. Plans are underway to partner with other Lea County School Districts (i.e., Lovington, Tatum, Eunice, and Jal) and two Texas school districts (i.e., Seminole and Denver City) to facilitate placement of pre-service education majors in similar programs. Education majors take EDU/SPED 4502 Field Experience II in order to complete the tutoring practicum.
Measurement: Based on the appropriate State Competencies, Tutor Evaluation scores are analyzed and program improvements made based on the data. Program improvements have the potential to improve practices in field experience and to increase student learning in the classroom. This measurement includes both quantitative and qualitative data. As available, student-achievement aggregate data from partnering schools are analyzed and compared with tutoring efforts.

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

Strategy A: Faculty in the School of Arts and Sciences provide in-service/professional development to local classroom teachers.
Measurement: The faculty and in-service/professional development initiatives are tracked.

Strategy B: Faculty in the School of Education offer continuing support and expertise to new teachers.

Measurement: Tracking of student/faculty contact is done.

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

Strategy: Individual/group tutoring sessions/workshops are provided to help students prepare for the NMTAs. A test-practice-preparation book for the NMTA Basic Skills test is now one of the required texts in EDU 2103 Foundations of Education and SPED 2103 Introduction to Special Education. A test-practice-preparation book for the NMTA Teacher Competency test is now one of the required texts in EDU 4113 Teaching in the Elementary School and in EDU 4213 Teaching in the Secondary School.
Measurement – Student NMTA scores are tracked and evaluated and coursework improvement is documented as improvements are implemented.

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

Strategy: Continue to provide online coursework in academic content for teachers to acquire a higher level of performance.
Measurement: Track the number of academic content taken by non-degree seeking students.

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

Strategy: Continue to provide online coursework in academic content for teachers to acquire a higher level of performance.
Measurement: Track the number of academic content taken by non-degree seeking students.

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

Strategy A: Provide online courses that offer opportunities for the professional development of teachers in all secondary fields, especially in math and science/technology.
Measurement: The number of students taking these courses is tracked and analyzed.

Strategy B: At USW, the School of Education and the School of Arts and Sciences collaborate on coursework enhancement relative to Core Knowledge, which includes coursework in math, science, and technology.
Measurement: Degree plans are being revised as appropriate and aligned with State licensure regulations and competencies. Approval of the implementation and course enhancements based on Core Knowledge initiatives are reviewed by the Core Knowledge organization in concert with USW's Provost.

Strategy C: All education majors are required to take CSI 2203 Educational Technology, which is aligned with State competencies.
Measurement: Education majors create Power Point, Internet, Publisher, Web Site, and other multi-media projects. Unit and individual lesson plans are also developed. The projects and lesson/unit plans are evaluated in CSI 2203.

Strategy D: New education majors are encouraged by University advisors to consider selecting math, science/technology as a teaching field/minor. USW's Office of Enrollment Services also participates in this initiative.

Measurement: Tracking is done of the number of students who select Math or Science/Technology as a teaching fields/minor.

Strategy E: Collaborate with the School of Arts and Sciences to develop coursework (e.g., math, science/technology) appropriate for elementary and secondary majors at USW.
Measurement: New courses are documented and go through an Academic Program Review Process for approval. Any changes to education degree plans are presented to PED's PSC.

Objective 6 Table: Title II Licensure Program Completers: Math, Science, and Technology 2006-2007 Academic Year (Summer 2006, Fall 2006, & Spring 2007)

	2006-2007 Baseline	2007-2008	2008-2009	2009-2010	2010-2011
Math	0	0	*TBD	TBD	TBD
Science	0	0	TBD	TBD	TBD
Technology	0	0	TBD	TBD	TBD

***TBD—To Be Determined**

Source: University of the Southwest

2008 New Mexico
Teacher Education Accountability Report
Financial Measures

NOTE: University of the Southwest does not receive State or Federal Funds

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 211 in regard to institutions that provide teacher education preparation. (SB211-Sec. E)

Financial Measures 1a Table. Instructional Support Formula Revenue Compared to Budget for 2007-2008 Academic Year

	Instructional Support Formula Revenue [1]	Adjusted Instructional Support Formula Revenue [2]	I&G Budget	Budget +/- Formula	I&G Budget as Percent of Adjusted Formula Revenue
Total Institution	NA	NA	***8,120,010.00**	NA	NA
Total College	NA		***637,502.00**	NA	NA
Initial Licensure Programs	NA	NA	NA	NA	NA
Extended University Initial Licensure Programs	NA	NA	NA	NA	NA

Source: University of the Southwest

***Only these two budget amounts (Total University & Total College) were provided by USW's CFO; the other data were NA/not available. Attempts to acquire more revenue information from the administration will continue.**

[1]College/School of Education Budget is approximately 8% of Total University Budget.

[1] Instruction/instructional support formula revenues are based upon base funding year, while budgets are for the current reporting year (2007-2008). Initial licensure formula revenue and budget are estimated. They are based upon the proportion of licensure preparation SCH for the current reporting year (2007-2008) applied to the college formula revenue and budget.

[2] The formula has funding built into it for university, rather than college, academic and institutional support. The adjusted formula revenue backs out this funding.

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

Financial Measures 1b Table. Expenditures and Cost per Student Credit Hour (SCH) for 2007-2008 Academic Year [1]

	Total SCH	I&G Expenditures (without fringe benefits) [2]	Expenditures per SCH (without fringe benefits)	Total I&G Expenditures (with fringe benefits)	Expenditures per SCH (with fringe benefits)
Institution*	**17,324**	NA	NA	NA	NA
College**	NA	NA	NA	NA	NA
Initial Licensure Programs	NA	NA	NA	NA	NA
Extended University Initial Licensure Programs	NA	NA	NA	NA	NA

Source: University of the Southwest

***(NOTE: USW does not receive State or Federal funds). USW's Registrar provided the University SCH data.**
****The data for the College/SOE SCH has not yet been provided by the Registrar (NA). Attempts will be made to send data as they are provided.**

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

[2] 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.

Financial Measures 1c Table. Lowest and Highest Compensation (Salary + Benefits) of Full-Time[1] and Part-Time Faculty[2] 2007-2008 (Fall 2007 and Spring 2008 Semesters)

Full-Time Faculty Compensation (9-month contracts)		Full-Time Faculty Compensation per 3-Hour Course*		Part-Time Faculty Compensation per 3-Hour Course	
Lowest	Highest	Lowest	Highest	Lowest	Highest
$37,058.00	**$62,361.00**	**$2350.00**	**$2350.00**	**$1450.00**	**$2350.00**

Source: University of the Southwest

*Full-Time Faculty Compensation per 3-Hour Course for Supplemental/Overload

Notes:
[1] Full-time faculty include tenure-track and non-tenure-track faculty.
[2] Excludes graduate teaching assistants.

New Mexico
Teacher Education Accountability Report
November 2008
Wayland Baptist University

Division of Education Profile

The mission of the Division of Education is to prepare competent, caring, and highly qualified educators. It is the aim of the Division to ensure that graduates complete a well-rounded, field-based preparation program; meet the state licensure requirements; and experience academic, spiritual, and emotional growth in education and service to their communities and society. It is the aim of the Division of Education to prepare highly qualified educators to enter the classrooms located within our constituencies.

The New Mexico campuses have developed a structure that provides teacher education candidates with excellent course preparation and seasoned practitioners who integrate theory into practice. A fundamental goal is adherence to the New Mexico Teacher Competencies with PED standards. The conceptual framework provides a structure and underpinnings that guide the instructors focus on courses and student expectations.

The following is a list of programs with pre-approved state certification:

- BSIS - 4 year Bachelor's Degree for New Mexico K-8 certification
- Post-Bac. Approved Standard Program for K-8 and Secondary 7-12
- Master's Degree in Education Administration
- Post Master's Program for Education Administration with certification
- Master's Degree in Elementary Education
- Master's Degree in Secondary Education

2008 New Mexico
Teacher Education Accountability Report
Teacher Preparation Indicators/Outcome Measures

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

Indicator 1 Table. Demographic Data
2007-2008 Academic Year
(Summer 2007, Fall 2007, and Spring 2008)

NMPED Approved Programs	Number of Undup. Enrollments	Male	Female	Number of Undup. Enrollments	White, non-Hisp.	Hispanic	Native American	African American	Asian/ Pacific Islander	Not Reported
Early Childhood Education										
Elementary Education	37	4	33	38	22	12	0	1	2	1
Secondary Education	9	4	5	9	6	3				
Special Education										
K-12 (e.g., Art Ed, Music Ed, Physical Ed)										
Counseling Education										
Educational Leadership	49	23	26	49	42	7				
Total	95	31	64	96	70	22		1	2	1
Percent	100%	32.6%	67.4%	100%	72.9%	22.9%	0%	1.0%	2.1%	1.0%

Source: Wayland Baptist University

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

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

Indicator 2 Table. Standard for Entry/Exit
2007-2008 Academic Year

Program	Program Admissions/Entry Standards (bulleted)	Program Completer/Exit Standards (bulleted)
UG Initial: ECE or ECME		
UG Initial: ELEM	• 2.7 min GPA • Grade of C or better in Eng and Math courses • 2.7 min GPA in Education courses • 240 min score on NMBST • Completion of 74 credit hours	• 2.7 min GPA • Grade of C or better in Eng and Math courses • 2.7 min GPA in Education courses • 240 min score on NMBST • Completion of 124 undergrad credits, with a min of 57 credits in courses #300 or above • 240 min score on NMTA Content exam • 240 min score on NMTA Competency exam • Successful completion of student teaching
UG Initial: SEC ED	n/a	
UG Initial: SPED	n/a	
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	n/a	
G Initial: ECE or ECME	n/a	
G Initial: ELEM	• 3.0 min GPA • 2.7 GPA min in major • 2,7 min GPA last 60 hrs • 240 min score on NMBST • Admission to TE • Admission to grad school	• 3.0 min cum GPA • B or better in all Ed courses • Successful completion of 36 grad credits • Successful completion of student teaching • 240 min score on NMTA Content exam • 240 min score on NMTA Competency exam
G Initial: SEC ED	• 3.0 min GPA • 2.7 GPA min in major • 2.7 min GPA last 60 hrs • 240 min score on NMBST • Admission to TE	• 3.0 min cum GPA • B or better in all Ed courses • Successful completion of 36 grad credits • Successful completion of student teaching

	• Admission to grad school	• 240 min score on NMTA Content exam • 240 min score on NMTA Competency exam
G Initial: SPED	n/a	
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	n/a	
Alternative: ECE or ECME	n/a	
Alternative: ELEM	n/a	
Alternative: SEC ED	n/a	
Alternative: SPED	n/a	
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	n/a	
Post -Baccalaureate	n/a	
Advanced: Counseling	n/a	
Advanced: Education Leadership	• 3.0 min GPA • Teaching license • Admission to grad school	• 2 semesters of internship • Successful completion of 36 program hour credits • 3.0 min cum GPA

Source: Wayland Baptist University

Key:

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

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

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

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

Indicator 3 Table. Number of Hours for Field Placement and Student Teaching
2007-2008 Academic Year

Program	Contact Hours in Pre-Student Teaching	Contact Hours in Student Teaching	Other Field Experience Hours [2]
UG Initial: ECE or ECME	n/a	n/a	n/a
UG Initial: ELEM	131	455	10
UG Initial: SEC ED	n/a	n/a	n/a
UG Initial: SPED	n/a	n/a	n/a
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	n/a	n/a	n/a
G Initial: ECE or ECME	n/a	n/a	n/a
G Initial: ELEM	121	455	10
G Initial: SEC ED	46	455	10
G Initial: SPED	n/a	n/a	n/a
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	n/a	n/a	n/a
Alternative: ECE or ECME	n/a	n/a	n/a
Alternative: ELEM	n/a	n/a	n/a
Alternative: SEC ED	n/a	n/a	n/a
Alternative: SPED	n/a	n/a	n/a
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	n/a	n/a	n/a
Post –Baccalaureate	n/a	n/a	n/a
Advanced: Counseling	n/a	n/a	n/a
Advanced: Education Leadership	n/a	n/a	180

Source: Wayland Baptist University

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

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

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

Indicator 4a Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Standard Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate		3.21			266
Graduate		3.42			288

Source: Wayland Baptist University

Notes:
* Act/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.

Indicator 4b Table. Academic Preparedness: GPA, ACT, and NMTA Scores for Teacher Candidates in Alternative Licensure Programs at Admission
2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008)

Program Level	GPA Calculation Method	Avg. GPA at Admission to Program [2]	Avg. ACT/SAT Equivalent Score at Admission to Institution for Teacher Education Students*, [1]	Avg. ACT/SAT Equivalent Score at Admission to Institution for All Students*, [1]	Avg. Passing Score on NMTA Basic Skills at Admission to Program
Undergraduate	n/a				
Graduate	n/a				

Source: Wayland Baptist University

Notes:
* ACT/SAT Equivalent scores not available for graduate students
[1] New Mexico institutions do not require ACT scores for admission to their teacher preparation program.
[2] GPA data are based upon the traditional 4-point scale.
[3] Alternative licensure candidates record the cumulative GPA of the highest degree earned.

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

Indicator 5 Table. Number and Percentage of Candidates Admitted and Enrolled 2007-2008 Academic Year (Summer 2007, Fall 2007, and Spring 2008) And Number of Title II (Licensure) Program Completers 2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

Licensure Type	Number of Candidates Admitted and Enrolled 2007-2008 Academic Year	Number of Title II or Program Completers 2006-2007 Academic Year	Proportion (Percent) of Program Completers to Candidates Admitted and Enrolled
Standard Licensure Including Post-Baccalaureate	46	25	
Alternative Licensure			
Advanced Licensure: Counseling			
Advanced Licensure: Ed Leadership	49	31	

Source: Wayland Baptist University

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

Indicator 6 Table. Number and Types of Degrees
2006-2007 Academic Year (Summer 2006, Fall 2006, and Spring 2007)

NMPED Approved Programs	Bachelors	Masters	Doctorate
UG Initial: ECE or ECME			
UG Initial: ELEM	15		
UG Initial: SEC ED	n/a		
UG Initial: SPED			
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
G Initial: ECE or ECME			
G Initial: ELEM		12	
G Initial: SEC ED		1	
G Initial: SPED			
G Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)			
Alternative: ECE or ECME	NA[1]	NA[1]	NA[1]
Alternative: ELEM	NA[1]	NA[1]	NA[1]
Alternative: SEC ED	NA[1]	NA[1]	NA[1]
Alternative: SPED	NA[1]	NA[1]	NA[1]
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)	NA[1]	NA[1]	NA[1]
Post -Baccalaureate	NA[1]	NA[1]	NA[1]
Advanced: Counseling			
Advanced: Education Leadership		8	
Doctorates Leading to Professional Development and Continuing Education (ECE or ECME, ELEM, SED, & SPED)			

Source: Wayland Baptist University

Note:
[1]Alternative licensure and post-bacc programs do not grant degrees

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

Indicator 7 Table. Placement Practices
2007-2008 Academic Year

Program	Placement Criteria for Pre-Student Teaching/Field Experience Observation	Placement Criteria for Pre-Student Teaching/Field Experience Practica	Placement Criteria for Student Teaching	Placement Criteria for Counseling/ Education Leadership Internships
UG Initial: ECE or ECME				
UG Initial: ELEM	• enrollment in one or more Ed classes	• enrollment in one or more Ed classes	• Admitted to ST • Pass NMTA Content exam • Pass NMTA Competency exam • 2.7 min cum GPA	n/a
UG Initial: SEC ED				
UG Initial: SPED				
UG Initial: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
G Initial: ECE or ECME				
G Initial: ELEM	• enrollment in one or more Ed classes	• enrollment in one or more Ed classes	• Admitted to ST • Pass NMTA Content exam • Pass NMTA Competency exam • 3.0 min cum GPA	n/a
G Initial: SEC ED	• enrollment in one or more Ed classes	• enrollment in one or more Ed classes	• Admitted to ST • Pass NMTA Content exam • Pass NMTA Competency exam • 3.0 min cum GPA	n/a
G Initial: SPED				
G Initial: K-12				

(e.g., Art Ed, Music Ed, Physical Ed)				
Alternative: ECE or ECME				
Alternative: ELEM				
Alternative: SEC ED				
Alternative: SPED				
Alternative: K-12 (e.g., Art Ed, Music Ed, Physical Ed)				
Post - Baccalaureate				
Advanced: Counseling				
Advanced: Education Leadership				• 3.0 min GPA • Complete a min of 18 credit hours in program • Obtain approval from advisor

Source: Wayland Baptist University

Teacher Education Accountability Reporting System (TEARS)
Evaluation Measures/Indicators

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

Wayland Baptist University provides the following strategies and measurements in response to state-mandated objectives.

Objective #1: The central purpose of a seamless PK-20 education system is increasing student achievement.

Strategy

Measurement

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

Strategy

Measurement

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

Strategy

Measurement

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

Strategy

Measurement

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

Strategy

Measurement

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

Strategy

Measurement

Objective 6 Table: Title II Licensure Program Completers: Math, Science, and Technology 2006-2007 Academic Year (Summer 2006, Fall 2006, & Spring 2007)

	2006-2007 Baseline	2007-2008	2008-2009	2009-2010	2010-2011
Math	0				
Science	0				
Technology	0				

Source: Wayland Baptist University

2008 New Mexico
Teacher Education Accountability Report
Financial Measures

Financial Measures #1: Itemized program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour: The major focus on this objective is to determine an effective funding formula to support the objectives of SB 211 in regard to institutions that provide teacher education preparation. (SB211-Sec. E)

Financial Measures 1a Table. Instructional Support Formula Revenue Compared to Budget for 2007-2008 Academic Year

	Instructional Support Formula Revenue [1]	Adjusted Instructional Support Formula Revenue [2]	I&G Budget	Budget +/- Formula	I&G Budget as Percent of Adjusted Formula Revenue
Total University					
Total College					
Initial Licensure Programs					
Extended University Initial Licensure Programs					

Source: Wayland Baptist University

* This information was unavailable to us, as our University declined to participate because, it is a private institution.

[1] Instruction/instructional support formula revenues are based upon base funding year, while budgets are for the current reporting year (2007-2008). Initial licensure formula revenue and budget are estimated. They are based upon the proportion of licensure preparation SCH for the current reporting year (2007-2008) applied to the college formula revenue and budget.

[2] The formula has funding built into it for university, rather than college, academic and institutional support. The adjusted formula revenue backs out this funding.

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

Financial Measures 1b Table. Expenditures and Cost per Student Credit Hour (SCH) for 2007-2008 Academic Year [1]

	Total SCH	I&G Expenditures (without fringe benefits) [2]	Expenditures per SCH (without fringe benefits)	Total I&G Expenditures (with fringe benefits)	Expenditures per SCH (with fringe benefits)
University					
College					
Initial Licensure Programs					
Extended University Initial Licensure Programs					

Source: Wayland Baptist University

* This information was unavailable to us, as our University declined to participate because, it is a private institution.

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

[2] 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.

Financial Measures 1c Table. Lowest and Highest Compensation (Salary + Benefits) of Full-Time[1] and Part-Time Faculty[2] 2007-2008 (Fall 2007 and Spring 2008 Semesters)

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

* This information was unavailable to us, as our University declined to participate because, it is a private institution.

Source: Wayland Baptist University

Notes:
[1] Full-time faculty include tenure-track and non-tenure-track faculty.
[2] Excludes graduate teaching assistants.

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	--	--	--	--

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	--	--	--	--
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
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
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				
11 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		Counseling	Educ. Leadership
	Bach	Masters	Bach	Masters	Bach	Masters	Bach	Masters	Bach	Masters	Masters	Masters
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
Highlands Univ.	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 Santa Fe			20	19	1	23		14				5
University of the Southwest	1		23		4		3		1		5	1
Wayland Baptist University			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