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State Capitol North, 325 Don Gaspar, Suite 200
Santa Fe, New Mexico 87501
Phone: (505) 986-4591 Fax: (505) 986-4338
<http://lesc.nmlegis.gov>

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December 14, 2009 (revised)

MEMORANDUM

TO: Legislative Education Study Committee

FR: Eilani Gerstner

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

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

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

- **Each teacher preparation program** must produce an annual Educator Accountability Report that includes student demographic and outcome data, information about program characteristics and student qualifications, itemized information on program revenues and expenditures, and an evaluation plan.

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

In preparation of the 2009 EARS report, the New Mexico American Association of Colleges of Teacher Education (NMAACTE) deans and directors of teacher education worked with staff from PED to collect and compile the data required in law.

This staff brief will provide an overview of the 2009 EARS report. The full 2009 EARS report, based on data from the 2008-2009 academic year, and including the postsecondary institutions' reports, is available on CD-ROM. A copy of the introduction and statewide summary tables is attached to this report). Finally, a list of acronyms used in this staff brief may be found on page 6 of the brief.

2009 EARS REPORT

According to the report, 10 of the 14 New Mexico teacher preparation programs submitted data for the 2009 EARS report. Two of the institutions that did not report in 2009 are private institutions (Wayland Baptist University and the University of Phoenix) and therefore they are not subject to the reporting requirements in law. Although the University of the Southwest is a private postsecondary institution, that university has voluntarily participated in both the 2008 and 2009 reports. The NMAACTE deans and directors indicate that New Mexico Highlands University participated in some data collection for the 2009 report, but the university did not submit their report for the final EARS report. Clovis Community College has not participated in either of the 2008 or 2009 reports as required by law.

Among other findings, the report indicates the following:

- *Educator preparation programs attract academically prepared candidates.* Summary Table 3 in the attachment indicates that the statewide average cumulative grade point averages (GPAs) upon admission to teacher preparation programs are 3.3 for undergraduate candidates, 3.47 for graduate candidates, and 3.3 for alternative licensure candidates (on a four-point scale).
- *Standards for admission to teacher education programs use common factors that enhance transparency and seamless transferability among institutions.* The state's colleges and programs all use a combination of previous GPA for all coursework, New Mexico Teacher Assessment (NMTA) scores, and application packets that include references, writing samples, and evidence of tutoring or work with children as well as interviews with candidates. Evidence of these common factors is found in the presentation of admission and exit requirements found in each institution's report.

- *The goal of all educator preparation programs is that their student population closely mirrors their regional ethnic populations.* Summary Table 2 of the attachment shows the gender and ethnicity of students admitted and enrolled in educator preparation programs in the state.
- *Field and clinical experiences are designed to connect classroom practices to candidate preparation.* The report indicates that all educator preparation programs in the state, whether standard or alternative licensure, engage candidates in practical classroom experiences at the beginning, middle, and end of their programs and these experiences meet or exceed PED regulations. Evidence of contact hours in schools is found in each institution's report.
- *The field and clinical experience candidates are placed with highly qualified teachers, as defined by the No Child Left Behind Act of 2001 (NCLB).* According to the report, it is common across all programs that teacher candidates complete field and clinical experiences with 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 in high need areas of mathematics, science, special education, bilingual education, and Teachers of English to Speakers of Other Languages (TESOL).* Summary Table 5 in the attachment shows the numbers of candidates completing majors in mathematics, science, technology, and special education. The report recommends inclusion of bilingual education and TESOL in the table reported on teacher shortages although these areas are not required to be reported in EARS. The report also indicates that a more accurate indicator of math, science, technology, bilingual education, and TESOL preparation would be through a report from PED on licensure and endorsement.
- *The 2009 EARS contains significant improvements in financial data collection and analysis.* Financial representatives from each institution collaborated in the development of a formula that standardizes budget, expenditure, student credit hour generation, revenues, and cost per student credit hour figures. Minor differences in definitions and interpretation still exist across institutions and the NMAACTE deans and directors of teacher education will continue to address them.
 - **Issue:** The report indicates that the average cost per student credit hour in initial licensure preparation coursework exceeds the reimbursable amount for Tier 1 of the higher education funding formula, which represents upper division coursework where most of undergraduate educator preparation occurs.

Reporting EARS into STARS

According to PED, the mechanisms are not yet in place to report EARS into STARS. PED also reports that additional funding will be required to make the necessary modifications to STARS. A potential funding source is a federal grant for the development and implementation of a statewide P-20 data system. On December 3, 2009, the New Mexico Data Warehouse Council submitted New Mexico's application for this grant to the US Department of Education. The award could be as high as \$20.0 million.

Evaluation Plan

The law also requires that the EARS report include an evaluation plan with objectives and measures for increasing: student achievement, teacher retention, the percentage of highly qualified elementary and secondary teachers, teachers who pass the NMTA on the first attempt, and the pipeline for mathematics and science teachers. The plan also must determine an effective funding formula to support these objectives.

The report indicates that the ability to establish a statewide evaluation plan with common measurements and strategies across all educator preparation programs requires the establishment of baseline data. Some of these data have been collected through the 2007-2008 and 2008-2009 (T)EARS reports. Other data require the establishment of the P-20 data system, new data indicators in STARS, and/or baseline data from PED. Toward this end, according to the report, the NMAACTE deans and directors of teacher education will convene a meeting of representatives from PED, HED, LESC staff, the Office of Education Accountability, and school district personnel to design the statewide evaluation plan.

Data Limitations and Recommendations

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

1. NMTA scores are not always correctly attributed to the preparing institutions because students self-report their affiliation.

Recommendation 1: PED, in conjunction with the NMAACTE deans and directors of teacher education, should modify NMTA application procedures to validate students' institutional affiliation.

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

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

4. Currently, neither the colleges of education nor PED can accurately report the number and percentage of teacher preparation program graduates hired by New Mexico school districts. In addition, STARS does not currently collect the name of the institution in which the teachers complete their licensure program.

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

5. The data are incomplete because not all state institutions reported for the 2009 EARS report.

Recommendation 4: All institutions should report in 2009, as required by state law. Those institutions not participating at this time will be required to report to the Educator Preparation Committee of the Professional Practices and Standards Council.

According to PED rule, the purpose of this body is to advise the Secretary of Public Education on matters relating to the educator preparation programs, including:

- recommending standards to govern the approval of preparatory programs; and
- establishing procedures for assessing educator preparation programs in compliance with standards approved by PED; these procedures shall include provisions for a comprehensive evaluation of course content, an on-site visitation, and recommending the approval or disapproval of programs designed to prepare professional education personnel.

POLICY OPTIONS

In light of some of the issues raised in this brief, the committee may wish to consider the following policy options:

1. investigate what measures may be taken against a public postsecondary institution that fails to comply with the law by not participating in the 2009 EARS report and the 2008 TEARS report; and
2. considering that the LESC has statutory authority over teacher preparation programs, undertake a study of the tier at which teacher preparation programs are funded under the higher education funding formula and investigate whether this is an appropriate funding level for teacher preparation programs to provide the level of instruction and field experience expected by the Legislature.

ACRONYMS USED IN THIS STAFF BRIEF

EARS: Educator Accountability Reporting System

GPA: Grade Point Average

HED: Higher Education Department

LESC: Legislative Education Study Committee

NCLB: *No Child Left Behind Act of 2001*

NMAACTE: New Mexico American Association of Colleges of Teacher Education

NMTA: New Mexico Teacher Assessment

P-20: Pre-kindergarten through post-graduate

PED: Public Education Department

STARS: Student Teacher Accountability Reporting System

TEARS: Teacher Education Accountability Reporting System

TESOL: Teachers of English to Speakers of Other Languages



**STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us**

DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

December 7, 2009

MEMORANDUM

TO: The Honorable Cynthia Nava, Chair, Legislative Education Study Committee

FROM: Dr. Jerry Harmon, Dean, Eastern New Mexico University
Dr. Mary Rose CdeBaca, Assistant Secretary, Public Education Department

RE: 2009 Educator Accountability Reporting System (EARS) Report

Attached is the report in response to Section 22-10A-19.2 NMSA 1978 (SB211 of 2007), otherwise referred to as the Educator Accountability Reporting System (EARS). 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 SB 211 of 2007, has added greatly to the work.

With gratitude, we thank them all!

- Central New Mexico College: Erika Volkens, Director
- College of Santa Fe: Henry Shoner, Acting Chair
- College of the Southwest: Mary Harris, Dean
- Eastern New Mexico University: Jerry Harmon, Dean
- LESC: Frances Maestas, Director
- LESC: Pam Herman, Sr. Research Analyst
- LESC: Eilani Gerstner, Research Analyst
- New Mexico Highlands University: Michael Anderson, Dean
- New Mexico State University: Robert Moulton, Interim Provost, and Michael Morehead, Interim Dean
- New Mexico Tech: Brenda Becker, Director
- Northern New Mexico College: Cathy Berryhill, Dean

- Office of Education Accountability: Former Director Peter Winograd and Current Director Scott Hughes
- San Juan College: Linda Fredericks, Coordinator
- Santa Fe Community College: Patty Lee, Interim Director
- University of New Mexico: Richard Howell, Interim Dean; David Scott, Associate Dean for Research; and Wendy Marsh Kappy, Manager
- Wayland Baptist University: Jim Todd, Dean, and Peggy Morris, Associate Professor
- Western New Mexico University: Patricia Manzanares-Gonzales, Dean

MRC/pb

cc: The Honorable Rick Miera, Vice-Chair, Legislative Education Study Committee
Frances Maestas, Director, Legislative Education Study Committee
Dr. Veronica C. García, Secretary of Education, Public Education Department
Dr. Catherine Cross Maple, Deputy Secretary, Public Education Department

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New Mexico 2009 Educator Accountability Reporting System (EARS) Report

Introduction

The NM Educator Accountability Reporting System (EARS) is a unified system that measures how well colleges, schools, or departments of education are performing in the preparation of educators (teachers, administrators, and counselors).

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

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

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

The EARS report is intended to help inform the decisions made by the Legislature and Governor as they work to improve education in New Mexico. The EARS report will also help education schools improve their practices in regard to 1) preparing highly effective educators, 2) connecting curriculum and learning experiences to the needs of schools, and 3) hiring terminally-degreed faculty who have public school experience and 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 EARS operational definitions
- Honor different missions of community colleges, comprehensive institutions, and research institutions. Community colleges are more focused on local practice, placement, and employment as outcomes. The programs are more specific to the local districts and their employment needs. Comprehensive institutions are broader in their constituents, focus on teaching and service to the profession, and respond regionally. Research institutions are differentiated by their doctoral programs, as well as focusing on statewide research to practice.
- Connected to PK-12 NMPED data to reinforce a seamless PK-20 reporting system
- Include all initial (including alternative) and advanced licensure programs

- When applicable, each annual EARS report will encompass data from the previous summer, fall, and spring.
- The 2009 EARS Report contributes to the establishment of baseline data (initiated in 2008) to be used in future analyses of trends and overall performance.

The 2009 EARS Narrative

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

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

The data of the 2009 EARS report revealed the following:

- *Educator preparation programs attract academically prepared candidates.* Summary Table 3 shows the cumulative grade point averages upon admission to programs hold a statewide institutional average of 3.3 for undergraduate candidates, 3.47 for graduate candidates, and 3.3 for alternative licensure candidates on the traditional 4-point scale. These data are corroborated with statewide first-time NMTA Basic Skills Test pass rate at 88%.

**Summary Table 3
2008-2009 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	3.26	265	3.49	272	3.40	267
University of NM	Not Avail	268	3.53	271	3.35	279
Comprehensive Universities & Colleges						
Eastern NM University	3.365	262	NA	NA	3.29	276
Highlands University						
NM Institute Mining & Technology	3.32	298	NA	NA	2.88	284
Northern NM College	3.30	268	NA	NA	3.45	270
Western NM University	3.34	262	3.75	277	3.36	274
Community Colleges						
Central NM Community College	NA	NA	NA	NA	3.21	277
San Juan College	NA	NA	NA	NA	3.23/3.63*	272
Santa Fe Community College	NA	NA	NA	NA	3.33	280
Clovis Community College						
Private Universities & Colleges						
University of the Southwest	3.315	260	3.115	Not Avail.	NA	NA
Wayland Baptist University						

University of Phoenix						
Average GPA or NMTA scores	3.3	269	3.47	273	3.3	275

- Standards for admission to teacher education programs use common factors that enhance transparency and seamless transferability among institutions. Reported data aligns well with the Teacher Education Compact and the statewide 2+2 articulation agreement. The state's colleges and programs all use a combination of previous GPA for all coursework, NMTA scores, and application packets that include references, writing samples, and evidence of tutoring or work with children as well as interviews with candidates. Evidence of these common factors are found in the presentation of admission and exit requirements found in each institution's report.
- The goal of all educator preparation programs is that their student population closely mirrors their regional ethnic populations. Summary Table 2 shows the gender and ethnicity of students admitted and enrolled in educator preparation programs in the state.

Summary Table 2
2008-2009 Licensure Program Enrollments by Ethnicity
(Initial, Advanced, and Alternative Licensure Programs Combined)

	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American	African American	Asian/Pacific Islander	Not Reported
Research Universities									
NM State University	2118	592	1526	704	1084	77	49	18	0
University of NM	1627	357	1273	812	549	170	27	19	53
Comprehensive Universities									
Eastern NM University	389	96	293	237	117	15	10	1	10
52Highlands University									
NM Institute Mining & Technology	13	3	10	8	1	0	0	2	2
Northern NM College	137	44	94	32	90	10	3	0	0
Western NM University	125	32	93	71	47	5	0	2	0
Community Colleges									
Central NM Community College	464	136	328	268	107	6	10	8	65
San Juan College	52	10	42	34	6	9	3	0	0
Santa Fe Community College	271	75	196	153	45	9	2	4	58
Clovis Community College									
Privates									
University of the Southwest	228	51	177	70	65	1	5	0	87
University of Phoenix									
Wayland Baptist University									
Total	5424	1396	4032	2389	2111	302	109	54	275

Percentage	100%	26%	74%	44%	39%	5.6%	2%	1%	5%
New Mexico**		49.3%	50.7%	41.7%	44.9%	9.7%	3%	1.5%	-

Source: Institutions

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: U.S. Census Bureau: State and County Quick Facts. Last Revised: Tuesday, 17-Nov-2009 11:51:04 EST

- Field and clinical experiences are designed to connect classroom practices to candidate preparation. All educator preparation programs in the state, standard or alternative licensure, engage candidates in practical classroom experiences at the beginning, middle, and end of their programs that meet or exceed NMPED regulations. Evidence of contact hours in schools is found in each institution's report. While all field and clinical experiences meet NCATE standards, there are limitations to institutional supervision provided to candidates due to fiscal constraints.
- The field and clinical experience candidates are placed with highly qualified teachers, as defined by NCLB. It is common across all programs that teacher candidates are placed in classrooms where there are accredited schools, teachers who are highly qualified, have at least three years of experience, and are in good standing with the school district. Interns are placed with administrators and counselors with advanced licensure status, have at least three years of experience, and are in good standing with the school district. It is also common across advanced licensure programs that administrator and counselor interns are placed in accredited schools and agencies. Evidence of each institution's placement practices are found in the institutional data.
- The goal of teacher preparation programs is to recruit, prepare, and graduate candidates in high need areas of mathematics, science, special education, bilingual education, and TESOL. Summary Table 5 shows the numbers of Title II completers in mathematics, science, technology, and special education. These data indicate major academic preparation unless noted. In the future, we recommend inclusion of bilingual education and TESOL in the table reported on teacher shortages (not required by law). A more accurate indicator of math, science, technology, bilingual education, and TESOL preparation would be through a report from NMPED on licensure and endorsement. Further incentives are needed to recruit and retain qualified students in these majors and endorsement areas.

Summary Table 5
2007-2008 Academic Year
Title II Licensure Programs Completers: Math, Science, and Technology Majors

Institution	Math	Science	Technology	SPED
Research Universities				
NM State University	5	11	23*	24
University of NM	13	13	NA	25
Comprehensive Colleges and Universities				
Eastern NM University	5	4	NA	6
Highlands University				
NM Institute Mining & Technology	1	2	1	NA
Northern NM College	NA	4**	NA	NA

Western NM University	1	4	NA	4
Community Colleges				
Central NM Community College	3	2	NA	***
San Juan College	3	3	1	
Santa Fe Community College	8	6	1	
Clovis Community College				
Private Colleges and Universities				
University of the Southwest	0	0	NA	2
Wayland Baptist University				
University of Phoenix				
Total	40	48	26	61

Source: Institutions

*Technology Coordinator, NMSU

** BA in Elementary Education students take 24 credit hours of science in the program making them highly qualified to teach Science.

*** Community Colleges do have SPED Alt Lic programs, but did not report them as Title II completers in the 2009 EARS report as this was added after institutional reports were submitted.

- *The 2009 EARS contains significant improvements in financial data collection and analysis.* Financial representatives from each institution collaborated in the development of a formula that standardizes budget, expenditure, student credit hour generation, revenues, and cost per student credit hour figures. Minor differences in definitions and interpretation still exist across institutions and we will continue to address them. One conclusion from this year's data is that the average cost per student credit hour in initial licensure preparation coursework exceeds the reimbursable amount for Tier 1 (higher education funding formula), upper division coursework where most of UG educator preparation occurs.

Evaluation Plan

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

The ability to establish a state-wide evaluation plan with common measurements and strategies across all educator preparation programs requires the establishment of baseline data. Some of these data have been collected through the 2007-08 and 2008-09 (T)EARS report. Other data require the establishment of the P-20 data system, new data indicators in STARS, and/or baseline data from NMPED. Toward this end, the New Mexico Deans and Directors of Teacher Education will convene a meeting of representatives from NMPED, NMHED, LESC staff, OEA, and key school districts' personnel to design the state-wide evaluation plan.

Objectives/Strategies/Measurements

Objective #1: Increasing student achievement for all students.

Strategy:

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

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

Strategy:

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

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

Strategy:

Measurement: Baseline data gained from 2007-08 and 2008-09 (T)EARS report will be used to establish state-wide measurement in Spring 2010. Please review Summary Table 3 for all 2008-09 NMTA data from each institution.

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: Recommendation: Objectives 4 and 5 address the percentage of teachers who are highly qualified to teach in content areas at the secondary and elementary levels. These are already mandated by the requirements of No Child Left Behind and have been addressed by NMPED and tracked by OEA. The aggregate data from NMPED is below.

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

School Year: 2008-2009
Reporting Period: 120D

All Course Subject Areas	Total HQT Yes	Total HQT No	Total Classes	Percent HQT
ELED, MS & HS	57,178	1,044	58,222	98.2%

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: **Recommendation:** Objectives 4 and 5 address the percentage of teachers who are highly qualified to teach in content areas at the secondary and elementary levels. These are already mandated by the requirements of No Child Left Behind and have been addressed by NMPED and tracked by OEA. Please review the data in Objective #4 from the NMPED.

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

Strategy:

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

Limitations of the Data

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

Recommendation 1: NMPED, in conjunction with NMAACTE deans and directors of teacher education, need to modify NMTA application procedures to validate students' institutional affiliation.

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

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

4. Currently, neither the colleges of education nor the NMPED can accurately report the number and percentage of candidates hired by New Mexico school districts. STARS does not currently ask for the name of the institution in which the teachers' complete their licensure program. NMPED has recently implemented the collection of this data.

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

5. The data are incomplete because not all state institutions reported on the 2009 EARS report.

Recommendation 4: All institutions report in 2009, as required by state law. Those institutions not participating at this time will be required to report to the PPSC, Educator Preparatory Committee at a follow up meeting.

Respectfully submitted,

J Harmon

J Harmon, Dean
College of Education and Technology, ENMU

2009 Education Accountability Reporting System (EARS) Summary Tables

Legend

NA – Not applicable, no program exists

Not Avail. – Not available, no data is available

Blank Cell – No data reported among other institutional data

Blank Cells – No institutional participation

Summary Table 1
2008-2009 Licensure Program Enrollments
(Initial, Advanced, and Alternative Licensure Programs Combined)

	Early Childhood	Elem Educ	Secondary Educ.	Special Educ.	K-12	Counseling	Educ. Lead	Total	Percent
Research Universities									
NM State University	236	772	431	76	370	57	176	2118	39%
University of NM	131	787	327	218	77	66	21	1627	30%
Comprehensive Universities & Colleges									
Eastern NM University	28	145	87	7	16	78	28	389	7%
Highlands University									
NM Institute Mining & Technology	NA	NA	13	NA	NA	NA	NA	13	.002%
Northern NM College	NA	113	19	5	NA	NA	NA	137	2.5%
Western NM University	33	32	27	10	1	27	23	125	2.3%
Community Colleges									
Central NM Community College	47	134	152	131	NA	NA	NA	464	8.6%
San Juan College		26	15	11	NA	NA	NA	52	1%
Santa Fe Community College	25	103	103	40	NA	NA	NA	271	5%
Clovis Community College									

Private Universities & Colleges									
University of the Southwest	16	58	38	5	15	66	30	228	4.2%
Wayland Baptist University									
University of Phoenix									
Total	516	2170	1212	503	479	294	278	5424	100%
Percent	10%	40%	22%	9%	9%	5%	5%	100%	

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
2008-2009 Licensure Program Enrollments by Ethnicity
(Initial, Advanced, and Alternative Licensure Programs Combined)

	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American	African American	Asian/Pacific Islander	Not Reported
Research Universities									
NM State University	2118	592	1526	704	1084	77	49	18	0
University of NM	1627	357	1273	812	549	170	27	19	53
Comprehensive Universities									
Eastern NM University	389	96	293	237	117	15	10	1	10
52Highlands University									
NM Institute Mining & Technology	13	3	10	8	1	0	0	2	2
Northern NM College	137	44	94	32	90	10	3	0	0
Western NM University	125	32	93	71	47	5	0	2	0
Community Colleges									
Central NM Community College	464	136	328	268	107	6	10	8	65
San Juan College	52	10	42	34	6	9	3	0	0
Santa Fe Community College	271	75	196	153	45	9	2	4	58
Clovis Community College									
Privates									

University of the Southwest	228	51	177	70	65	1	5	0	87
Wayland Baptist University									
Total	5424	1396	4032	2389	2111	302	109	54	275
Percentage	100%	26%	74%	44%	39%	5.6%	2%	1%	5%
New Mexico*		49.3%	50.7%	41.7%	44.9%	9.7%	3%	1.5%	-

**Summary Table 3
2008-2009 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	3.26	265	3.49	272	3.40	267
University of NM	Not Avail	268	3.53	271	3.35	279
Comprehensive Universities & Colleges						
Eastern NM University	3.365	262	NA	NA	3.29	276
Highlands University						
NM Institute Mining & Technology	3.32	298	NA	NA	2.88	284
Northern NM College	3.30	268	NA	NA	3.45	270
Western NM University	3.34	262	3.75	277	3.36	274
Community Colleges						
Central NM Community College	NA	NA	NA	NA	3.21	277
San Juan College	NA	NA	NA	NA	3.23/3.63*	272
Santa Fe Community College	NA	NA	NA	NA	3.33	280
Clovis Community College						
Private Universities & Colleges						
University of the Southwest	3.315	260	3.115	Not Avail.	NA	NA
Wayland Baptist University						
University of Phoenix						
Average	3.3	269	3.47	273	3.3	275

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 4
Annual Summary of Test Results: Initial and Cumulative
Results by Test and Institution Where Received Highest Degree
Program Year: September 2007- June 2008

ANNUAL SUMMARY OF TEST RESULTS: INITIAL AND CUMULATIVE				
Program Year: 2008-2009				
RESULTS BY TEST				
	Annual (2008-2009)			
	Number of		Total	
	First-Time	Initial	Number of	Cum.
	Takers	% Passed	Takers	Passed
Statewide				
01 Basic Skills	2,149	87.9	2,372	84.9
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	896	88.6	1,013	86.8
04 Teacher Comp-Secondary	555	87.0	630	86.3
05 Teacher Comp-Early Childhood	154	67.5	193	68.4
11 Elementary Education	818	91.1	884	90.4
12 Language Arts	212	99.1	214	99.1
13 Reading	119	84.9	121	84.3
14 Mathematics	137	67.9	151	71.5
15 Science	127	67.7	144	70.8
16 History/Geog/Econ/Civics/Gov	176	77.3	207	73.9
18 French	6	66.7	6	66.7
19 German	6	100.0	9	77.8
20 Spanish	50	86.0	51	90.2
21 Music	46	80.4	52	82.7
22 Visual Arts	46	91.3	50	92.0
23 Middle Level Language Arts	39	84.6	40	82.5
24 Middle Level Mathematics	113	67.3	124	70.2
25 Middle Level Science	47	78.7	53	79.2
26 ML Hist/Geog/Econ/Civics/Gov	37	73.0	39	76.9
27 Family and Consumer Sciences	32	84.4	33	87.9
28 Health Education	39	97.4	39	100.0
29 Physical Education	106	87.7	110	91.8
30 Library/Media	41	56.1	45	55.6
31 TESOL	1,298	86.7	1,329	87.5
32 Special Education	227	96.5	228	96.1
33 Educational Diagnostician	8	100.0	8	100.0
34 School Counselor	34	94.1	35	91.4
35 Educational Administrator	186	95.7	190	95.8
02 University of the Southwest				
01 Basic Skills	22	72.7	24	75.0
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	14	71.4	20	65.0
04 Teacher Comp-Secondary	15	53.3	20	65.0

05 Teacher Comp-Early Childhood	4	75.0	4	100.0
11 Elementary Education	21	61.9	24	62.5
12 Language Arts	4	100.0	5	100.0
13 Reading	1	0.0	1	0.0
14 Mathematics	1	0.0	2	100.0
15 Science	1	100.0	2	100.0
16 History/Geog/Econ/Civics/Gov	2	0.0	3	33.3
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	--	--	--	--
21 Music	--	--	--	--
22 Visual Arts	1	0.0	2	50.0
23 Middle Level Language Arts	--	--	--	--
24 Middle Level Mathematics	4	75.0	4	100.0
25 Middle Level Science	2	100.0	2	100.0
26 ML Hist/Geog/Econ/Civics/Gov	--	--	--	--
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	1	100.0	1	100.0
29 Physical Education	5	60.0	6	66.7
30 Library/Media	--	--	--	--
31 TESOL	6	66.7	6	66.7
32 Special Education	3	100.0	3	100.0
33 Educational Diagnostician	2	100.0	2	100.0
34 School Counselor	1	100.0	1	100.0
35 Educational Administrator	8	100.0	8	100.0
03 Eastern New Mexico University				
01 Basic Skills	138	87.7	156	85.9
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	64	82.8	77	79.2
04 Teacher Comp-Secondary	28	78.6	35	82.9
05 Teacher Comp-Early Childhood	16	50.0	23	65.2
11 Elementary Education	58	89.7	64	92.2
12 Language Arts	10	100.0	10	100.0
13 Reading	5	100.0	5	100.0
14 Mathematics	9	55.6	9	66.7
15 Science	5	60.0	5	60.0
16 History/Geog/Econ/Civics/Gov	14	71.4	18	61.1
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	2	100.0	2	100.0
21 Music	5	100.0	6	100.0
22 Visual Arts	5	60.0	5	80.0
23 Middle Level Language Arts	4	100.0	4	100.0
24 Middle Level Mathematics	6	33.3	7	57.1
25 Middle Level Science	1	0.0	1	0.0
26 ML Hist/Geog/Econ/Civics/Gov	4	75.0	4	75.0
27 Family and Consumer Sciences	1	100.0	1	100.0
28 Health Education	3	100.0	3	100.0
29 Physical Education	9	88.9	9	88.9
30 Library/Media	2	50.0	2	50.0

31 TESOL	26	88.5	27	88.9
32 Special Education	13	100.0	13	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	1	100.0	1	100.0
35 Educational Administrator	11	100.0	12	100.0
04 New Mexico Highlands University				
01 Basic Skills	116	84.5	145	77.2
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	62	82.3	73	82.2
04 Teacher Comp-Secondary	20	80.0	31	74.2
05 Teacher Comp-Early Childhood	12	66.7	16	75.0
11 Elementary Education	57	87.7	62	87.1
12 Language Arts	10	100.0	11	90.9
13 Reading	12	58.3	12	58.3
14 Mathematics	8	50.0	10	60.0
15 Science	5	60.0	7	42.9
16 History/Geog/Econ/Civics/Gov	10	90.0	12	83.3
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	1	100.0	1	100.0
21 Music	2	0.0	3	33.3
22 Visual Arts	1	100.0	2	50.0
23 Middle Level Language Arts	2	100.0	2	100.0
24 Middle Level Mathematics	4	75.0	4	75.0
25 Middle Level Science	4	75.0	5	60.0
26 ML Hist/Geog/Econ/Civics/Gov	6	66.7	6	66.7
27 Family and Consumer Sciences	1	100.0	1	100.0
28 Health Education	3	100.0	3	100.0
29 Physical Education	5	80.0	6	83.3
30 Library/Media	1	100.0	1	100.0
31 TESOL	56	83.9	58	89.7
32 Special Education	33	97.0	33	97.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	7	85.7	7	85.7
35 Educational Administrator	46	93.5	46	95.7
05 New Mexico Inst. of Mining & Technology				
01 Basic Skills	6	100.0	6	100.0
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	--	--	--	--
04 Teacher Comp-Secondary	2	100.0	2	100.0
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	--	--	--	--
12 Language Arts	--	--	--	--
13 Reading	--	--	--	--
14 Mathematics	1	100.0	2	100.0
15 Science	2	50.0	2	50.0
16 History/Geog/Econ/Civics/Gov	--	--	--	--
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	1	100.0	1	100.0

21 Music	1	100.0	1	100.0
22 Visual Arts	0	--	1	0.0
23 Middle Level Language Arts	--	--	--	--
24 Middle Level Mathematics	1	100.0	1	100.0
25 Middle Level Science	--	--	--	--
26 ML Hist/Geog/Econ/Civics/Gov	--	--	--	--
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	--	--	--	--
29 Physical Education	--	--	--	--
30 Library/Media	--	--	--	--
31 TESOL	1	100.0	1	100.0
32 Special Education	--	--	--	--
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
06 New Mexico State University				
01 Basic Skills	281	83.3	319	79.6
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	155	90.3	176	89.8
04 Teacher Comp-Secondary	87	79.3	97	82.5
05 Teacher Comp-Early Childhood	29	75.9	34	70.6
11 Elementary Education	135	91.9	144	93.8
12 Language Arts	16	100.0	16	100.0
13 Reading	8	100.0	8	100.0
14 Mathematics	9	88.9	9	88.9
15 Science	14	50.0	18	44.4
16 History/Geog/Econ/Civics/Gov	14	64.3	21	52.4
18 French	1	0.0	1	0.0
19 German	0	--	1	100.0
20 Spanish	10	90.0	10	90.0
21 Music	12	91.7	12	100.0
22 Visual Arts	1	100.0	1	100.0
23 Middle Level Language Arts	4	75.0	5	60.0
24 Middle Level Mathematics	17	64.7	17	70.6
25 Middle Level Science	4	100.0	7	85.7
26 ML Hist/Geog/Econ/Civics/Gov	5	40.0	5	40.0
27 Family and Consumer Sciences	12	83.3	13	84.6
28 Health Education	2	100.0	2	100.0
29 Physical Education	17	76.5	18	94.4
30 Library/Media	5	20.0	5	20.0
31 TESOL	244	86.1	250	86.4
32 Special Education	30	96.7	30	96.7
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	28	96.4	28	96.4
07 University of New Mexico				
01 Basic Skills	461	91.5	491	90.0
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	206	92.2	217	92.2
04 Teacher Comp-Secondary	116	94.8	124	91.9

05 Teacher Comp-Early Childhood	37	62.2	47	61.7
11 Elementary Education	185	98.4	196	96.4
12 Language Arts	54	100.0	54	100.0
13 Reading	29	100.0	29	100.0
14 Mathematics	24	79.2	25	80.0
15 Science	28	67.9	31	74.2
16 History/Geog/Econ/Civics/Gov	53	83.0	55	87.3
18 French	--	--	--	--
19 German	1	100.0	3	33.3
20 Spanish	9	100.0	9	100.0
21 Music	13	92.3	13	92.3
22 Visual Arts	16	93.8	16	100.0
23 Middle Level Language Arts	5	100.0	5	100.0
24 Middle Level Mathematics	23	73.9	25	76.0
25 Middle Level Science	4	75.0	5	80.0
26 ML Hist/Geog/Econ/Civics/Gov	4	100.0	4	100.0
27 Family and Consumer Sciences	3	66.7	3	66.7
28 Health Education	9	100.0	9	100.0
29 Physical Education	19	94.7	19	94.7
30 Library/Media	7	71.4	9	66.7
31 TESOL	283	91.2	290	90.7
32 Special Education	31	93.5	31	93.5
33 Educational Diagnostician	--	--	--	--
34 School Counselor	5	100.0	5	100.0
35 Educational Administrator	21	100.0	21	100.0
08 Western New Mexico University				
01 Basic Skills	64	81.3	72	79.2
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	29	82.8	33	81.8
04 Teacher Comp-Secondary	18	94.4	20	85.0
05 Teacher Comp-Early Childhood	4	75.0	5	80.0
11 Elementary Education	25	88.0	26	92.3
12 Language Arts	4	75.0	4	100.0
13 Reading	2	50.0	2	50.0
14 Mathematics	6	66.7	8	50.0
15 Science	7	71.4	7	71.4
16 History/Geog/Econ/Civics/Gov	5	100.0	7	85.7
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	1	100.0	1	100.0
21 Music	--	--	--	--
22 Visual Arts	--	--	--	--
23 Middle Level Language Arts	--	--	--	--
24 Middle Level Mathematics	--	--	--	--
25 Middle Level Science	--	--	--	--
26 ML Hist/Geog/Econ/Civics/Gov	--	--	--	--
27 Family and Consumer Sciences	1	100.0	1	100.0
28 Health Education	1	100.0	1	100.0
29 Physical Education	5	80.0	5	80.0
30 Library/Media	1	100.0	1	100.0

31 TESOL	12	91.7	12	91.7
32 Special Education	15	86.7	15	86.7
33 Educational Diagnostician	--	--	--	--
34 School Counselor	3	66.7	3	66.7
35 Educational Administrator	12	100.0	12	100.0
09 University of Phoenix				
01 Basic Skills	128	64.1	144	63.9
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	33	75.8	43	76.7
04 Teacher Comp-Secondary	22	54.5	25	56.0
05 Teacher Comp-Early Childhood	1	100.0	1	100.0
11 Elementary Education	46	67.4	50	70.0
12 Language Arts	7	85.7	7	85.7
13 Reading	2	50.0	2	50.0
14 Mathematics	8	25.0	8	25.0
15 Science	3	33.3	3	100.0
16 History/Geog/Econ/Civics/Gov	4	25.0	7	28.6
18 French	--	--	--	--
19 German	1	100.0	1	100.0
20 Spanish	4	100.0	4	100.0
21 Music	--	--	--	--
22 Visual Arts	1	100.0	1	100.0
23 Middle Level Language Arts	2	50.0	2	50.0
24 Middle Level Mathematics	3	33.3	3	33.3
25 Middle Level Science	--	--	--	--
26 ML Hist/Geog/Econ/Civics/Gov	2	0.0	3	33.3
27 Family and Consumer Sciences	1	100.0	1	100.0
28 Health Education	1	100.0	1	100.0
29 Physical Education	1	100.0	1	100.0
30 Library/Media	--	--	--	--
31 TESOL	33	72.7	34	76.5
32 Special Education	5	100.0	5	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	1	100.0	1	100.0
35 Educational Administrator	10	90.0	10	90.0
10 Wayland Baptist University				
01 Basic Skills	17	100.0	17	100.0
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	7	71.4	8	87.5
04 Teacher Comp-Secondary	10	100.0	10	100.0
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	8	100.0	8	100.0
12 Language Arts	3	100.0	3	100.0
13 Reading	--	--	--	--
14 Mathematics	2	50.0	2	50.0
15 Science	2	50.0	2	100.0
16 History/Geog/Econ/Civics/Gov	5	100.0	6	83.3
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	--	--	--	--

21 Music	--	--	--	--
22 Visual Arts	--	--	--	--
23 Middle Level Language Arts	2	100.0	2	100.0
24 Middle Level Mathematics	--	--	--	--
25 Middle Level Science	--	--	--	--
26 ML Hist/Geog/Econ/Civics/Gov	2	50.0	2	50.0
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	--	--	--	--
29 Physical Education	3	100.0	3	100.0
30 Library/Media	--	--	--	--
31 TESOL	3	100.0	3	100.0
32 Special Education	--	--	--	--
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	4	100.0	4	100.0
11 Western Governors University				
01 Basic Skills	8	87.5	8	87.5
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	5	100.0	5	100.0
04 Teacher Comp-Secondary	3	100.0	3	100.0
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	7	85.7	7	100.0
12 Language Arts	1	100.0	1	100.0
13 Reading	--	--	--	--
14 Mathematics	--	--	--	--
15 Science	--	--	--	--
16 History/Geog/Econ/Civics/Gov	--	--	--	--
18 French	--	--	--	--
19 German	1	100.0	1	100.0
20 Spanish	--	--	--	--
21 Music	--	--	--	--
22 Visual Arts	--	--	--	--
23 Middle Level Language Arts	--	--	--	--
24 Middle Level Mathematics	--	--	--	--
25 Middle Level Science	--	--	--	--
26 ML Hist/Geog/Econ/Civics/Gov	--	--	--	--
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	--	--	--	--
29 Physical Education	--	--	--	--
30 Library/Media	--	--	--	--
31 TESOL	1	100.0	1	100.0
32 Special Education	--	--	--	--
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
25 College of Santa Fe - ALP				
01 Basic Skills	6	83.3	6	100.0
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	4	100.0	4	100.0
04 Teacher Comp-Secondary	1	100.0	2	100.0

05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	5	100.0	5	100.0
12 Language Arts	1	100.0	1	100.0
13 Reading	1	100.0	1	100.0
14 Mathematics	1	100.0	1	100.0
15 Science	--	--	--	--
16 History/Geog/Econ/Civics/Gov	--	--	--	--
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	1	100.0	2	100.0
21 Music	--	--	--	--
22 Visual Arts	--	--	--	--
23 Middle Level Language Arts	--	--	--	--
24 Middle Level Mathematics	2	50.0	2	50.0
25 Middle Level Science	--	--	--	--
26 ML Hist/Geog/Econ/Civics/Gov	--	--	--	--
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	1	100.0	1	100.0
29 Physical Education	--	--	--	--
30 Library/Media	--	--	--	--
31 TESOL	3	66.7	3	66.7
32 Special Education	3	100.0	3	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
26 Eastern New Mexico University - ALP				
01 Basic Skills	18	100.0	18	100.0
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	7	100.0	7	100.0
04 Teacher Comp-Secondary	6	83.3	6	83.3
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	6	100.0	6	100.0
12 Language Arts	2	100.0	2	100.0
13 Reading	--	--	--	--
14 Mathematics	--	--	--	--
15 Science	0	--	1	100.0
16 History/Geog/Econ/Civics/Gov	2	50.0	2	50.0
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	--	--	--	--
21 Music	--	--	--	--
22 Visual Arts	1	100.0	1	100.0
23 Middle Level Language Arts	--	--	--	--
24 Middle Level Mathematics	--	--	--	--
25 Middle Level Science	--	--	--	--
26 ML Hist/Geog/Econ/Civics/Gov	--	--	--	--
27 Family and Consumer Sciences	2	100.0	2	100.0
28 Health Education	--	--	--	--
29 Physical Education	--	--	--	--
30 Library/Media	--	--	--	--

31 TESOL	--	--	--	--
32 Special Education	1	100.0	1	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
27 New Mexico State University - ALP				
01 Basic Skills	13	92.3	14	92.9
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	7	85.7	9	77.8
04 Teacher Comp-Secondary	10	100.0	12	100.0
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	3	100.0	3	100.0
12 Language Arts	3	100.0	3	100.0
13 Reading	--	--	--	--
14 Mathematics	3	66.7	4	75.0
15 Science	1	100.0	1	100.0
16 History/Geog/Econ/Civics/Gov	2	100.0	3	100.0
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	--	--	--	--
21 Music	1	100.0	1	100.0
22 Visual Arts	--	--	--	--
23 Middle Level Language Arts	1	100.0	1	100.0
24 Middle Level Mathematics	--	--	--	--
25 Middle Level Science	--	--	--	--
26 ML Hist/Geog/Econ/Civics/Gov	--	--	--	--
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	--	--	--	--
29 Physical Education	1	100.0	1	100.0
30 Library/Media	--	--	--	--
31 TESOL	13	92.3	13	92.3
32 Special Education	3	100.0	3	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	1	100.0	1	100.0
35 Educational Administrator	--	--	--	--
28 Northern New Mexico College				
01 Basic Skills	25	88.0	25	88.0
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	20	100.0	21	100.0
04 Teacher Comp-Secondary	5	100.0	5	100.0
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	16	100.0	16	100.0
12 Language Arts	--	--	--	--
13 Reading	2	100.0	2	100.0
14 Mathematics	1	100.0	1	100.0
15 Science	1	100.0	2	50.0
16 History/Geog/Econ/Civics/Gov	--	--	--	--
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	1	100.0	1	100.0

21 Music	--	--	--	--
22 Visual Arts	--	--	--	--
23 Middle Level Language Arts	--	--	--	--
24 Middle Level Mathematics	2	100.0	2	100.0
25 Middle Level Science	--	--	--	--
26 ML Hist/Geog/Econ/Civics/Gov	--	--	--	--
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	--	--	--	--
29 Physical Education	1	100.0	1	100.0
30 Library/Media	--	--	--	--
31 TESOL	11	90.9	11	90.9
32 Special Education	10	100.0	10	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
29 Santa Fe Community College				
01 Basic Skills	105	93.3	107	94.4
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	35	97.1	36	94.4
04 Teacher Comp-Secondary	33	97.0	35	94.3
05 Teacher Comp-Early Childhood	3	100.0	3	100.0
11 Elementary Education	29	89.7	32	93.8
12 Language Arts	12	100.0	12	100.0
13 Reading	1	100.0	1	100.0
14 Mathematics	6	100.0	7	85.7
15 Science	7	100.0	7	100.0
16 History/Geog/Econ/Civics/Gov	6	100.0	6	100.0
18 French	1	0.0	1	0.0
19 German	--	--	--	--
20 Spanish	3	66.7	3	66.7
21 Music	1	100.0	1	100.0
22 Visual Arts	2	100.0	2	100.0
23 Middle Level Language Arts	3	100.0	3	100.0
24 Middle Level Mathematics	4	50.0	5	40.0
25 Middle Level Science	2	100.0	2	100.0
26 ML Hist/Geog/Econ/Civics/Gov	2	100.0	2	100.0
27 Family and Consumer Sciences	1	100.0	1	100.0
28 Health Education	1	100.0	1	100.0
29 Physical Education	6	100.0	6	100.0
30 Library/Media	0	--	1	100.0
31 TESOL	14	100.0	14	100.0
32 Special Education	17	100.0	17	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	1	100.0	1	100.0
31 San Juan College				
01 Basic Skills	28	85.7	29	86.2
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	11	90.9	13	92.3
04 Teacher Comp-Secondary	7	100.0	9	88.9

05 Teacher Comp-Early Childhood	1	100.0	1	100.0
11 Elementary Education	11	90.9	13	100.0
12 Language Arts	3	100.0	3	100.0
13 Reading	2	50.0	2	50.0
14 Mathematics	4	75.0	4	75.0
15 Science	4	75.0	4	75.0
16 History/Geog/Econ/Civics/Gov	2	100.0	3	66.7
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	1	100.0	1	100.0
21 Music	--	--	--	--
22 Visual Arts	1	100.0	1	100.0
23 Middle Level Language Arts	--	--	--	--
24 Middle Level Mathematics	1	0.0	2	0.0
25 Middle Level Science	1	100.0	1	100.0
26 ML Hist/Geog/Econ/Civics/Gov	--	--	--	--
27 Family and Consumer Sciences	1	0.0	1	0.0
28 Health Education	--	--	--	--
29 Physical Education	1	0.0	2	50.0
30 Library/Media	--	--	--	--
31 TESOL	14	57.1	15	60.0
32 Special Education	9	100.0	9	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
32 University of New Mexico-ALP				
01 Basic Skills	26	88.5	26	88.5
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	16	100.0	18	100.0
04 Teacher Comp-Secondary	5	100.0	5	100.0
05 Teacher Comp-Early Childhood	1	100.0	1	100.0
11 Elementary Education	12	100.0	12	100.0
12 Language Arts	1	100.0	1	100.0
13 Reading	2	100.0	2	100.0
14 Mathematics	2	50.0	2	50.0
15 Science	3	100.0	3	100.0
16 History/Geog/Econ/Civics/Gov	--	--	--	--
18 French	--	--	--	--
19 German	1	100.0	1	100.0
20 Spanish	1	100.0	1	100.0
21 Music	--	--	--	--
22 Visual Arts	--	--	--	--
23 Middle Level Language Arts	--	--	--	--
24 Middle Level Mathematics	5	80.0	5	80.0
25 Middle Level Science	3	66.7	3	66.7
26 ML Hist/Geog/Econ/Civics/Gov	--	--	--	--
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	1	100.0	1	100.0
29 Physical Education	--	--	--	--
30 Library/Media	--	--	--	--

31 TESOL	10	90.0	10	90.0
32 Special Education	2	100.0	2	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	1	100.0	1	100.0
33 Western New Mexico University-ALP				
01 Basic Skills	19	100.0	20	95.0
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	5	100.0	5	100.0
04 Teacher Comp-Secondary	7	100.0	7	100.0
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	10	100.0	10	100.0
12 Language Arts	5	100.0	5	100.0
13 Reading	--	--	--	--
14 Mathematics	1	0.0	1	0.0
15 Science	1	100.0	1	100.0
16 History/Geog/Econ/Civics/Gov	--	--	--	--
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	--	--	--	--
21 Music	--	--	--	--
22 Visual Arts	--	--	--	--
23 Middle Level Language Arts	--	--	--	--
24 Middle Level Mathematics	--	--	--	--
25 Middle Level Science	1	100.0	1	100.0
26 ML Hist/Geog/Econ/Civics/Gov	--	--	--	--
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	--	--	--	--
29 Physical Education	--	--	--	--
30 Library/Media	--	--	--	--
31 TESOL	3	100.0	3	100.0
32 Special Education	1	100.0	1	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	1	100.0	1	100.0
35 Educational Administrator	--	--	--	--
34 Central New Mexico Community College				
01 Basic Skills	169	94.7	173	94.8
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	47	97.9	47	97.9
04 Teacher Comp-Secondary	30	96.7	30	96.7
05 Teacher Comp-Early Childhood	9	100.0	9	100.0
11 Elementary Education	33	100.0	34	97.1
12 Language Arts	9	100.0	9	100.0
13 Reading	1	100.0	1	100.0
14 Mathematics	13	76.9	13	76.9
15 Science	6	100.0	7	100.0
16 History/Geog/Econ/Civics/Gov	5	80.0	5	80.0
18 French	1	100.0	1	100.0
19 German	--	--	--	--
20 Spanish	--	--	--	--

21 Music	--	--	--	--
22 Visual Arts	3	100.0	3	100.0
23 Middle Level Language Arts	3	100.0	3	100.0
24 Middle Level Mathematics	3	66.7	3	66.7
25 Middle Level Science	6	83.3	6	83.3
26 ML Hist/Geog/Econ/Civics/Gov	--	--	--	--
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	--	--	--	--
29 Physical Education	1	100.0	1	100.0
30 Library/Media	1	0.0	1	0.0
31 TESOL	15	100.0	16	93.8
32 Special Education	18	100.0	18	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
37 Clovis Community College				
01 Basic Skills	13	100.0	14	100.0
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	8	87.5	8	100.0
04 Teacher Comp-Secondary	8	87.5	10	80.0
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	8	87.5	8	100.0
12 Language Arts	2	100.0	2	100.0
13 Reading	--	--	--	--
14 Mathematics	1	100.0	1	100.0
15 Science	1	0.0	1	0.0
16 History/Geog/Econ/Civics/Gov	2	50.0	2	50.0
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	--	--	--	--
21 Music	--	--	--	--
22 Visual Arts	--	--	--	--
23 Middle Level Language Arts	--	--	--	--
24 Middle Level Mathematics	--	--	--	--
25 Middle Level Science	--	--	--	--
26 ML Hist/Geog/Econ/Civics/Gov	--	--	--	--
27 Family and Consumer Sciences	2	100.0	2	100.0
28 Health Education	--	--	--	--
29 Physical Education	--	--	--	--
30 Library/Media	--	--	--	--
31 TESOL	2	50.0	3	66.7
32 Special Education	--	--	--	--
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
New Mexico Alt. Licensure Portfolio Route				
01 Basic Skills	28	100.0	33	87.9
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	15	100.0	15	100.0
04 Teacher Comp-Secondary	13	84.6	14	92.9

05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	4	100.0	4	100.0
12 Language Arts	8	100.0	8	100.0
13 Reading	4	100.0	5	80.0
14 Mathematics	2	100.0	2	100.0
15 Science	--	--	--	--
16 History/Geog/Econ/Civics/Gov	5	60.0	7	85.7
18 French	1	100.0	1	100.0
19 German	--	--	--	--
20 Spanish	2	50.0	2	50.0
21 Music	--	--	--	--
22 Visual Arts	2	100.0	2	100.0
23 Middle Level Language Arts	2	50.0	2	50.0
24 Middle Level Mathematics	1	100.0	1	100.0
25 Middle Level Science	--	--	--	--
26 ML Hist/Geog/Econ/Civics/Gov	--	--	--	--
27 Family and Consumer Sciences	1	0.0	1	100.0
28 Health Education	--	--	--	--
29 Physical Education	1	100.0	1	100.0
30 Library/Media	--	--	--	--
31 TESOL	9	100.0	9	100.0
32 Special Education	4	100.0	4	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	1	100.0	1	100.0
New Mexico Alt. Licensure District Route				
01 Basic Skills	5	100.0	6	83.3
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	3	100.0	3	100.0
04 Teacher Comp-Secondary	2	100.0	3	100.0
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	1	100.0	1	100.0
12 Language Arts	--	--	--	--
13 Reading	--	--	--	--
14 Mathematics	1	100.0	1	100.0
15 Science	--	--	--	--
16 History/Geog/Econ/Civics/Gov	--	--	--	--
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	--	--	--	--
21 Music	--	--	--	--
22 Visual Arts	--	--	--	--
23 Middle Level Language Arts	--	--	--	--
24 Middle Level Mathematics	1	100.0	1	100.0
25 Middle Level Science	--	--	--	--
26 ML Hist/Geog/Econ/Civics/Gov	1	100.0	1	100.0
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	--	--	--	--
29 Physical Education	--	--	--	--
30 Library/Media	--	--	--	--

31 TESOL	1	100.0	1	100.0
32 Special Education	1	100.0	1	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
Other/Not Currently Attending				
01 Basic Skills	419	89.5	479	83.9
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	112	80.4	139	74.8
04 Teacher Comp-Secondary	87	87.4	104	86.5
05 Teacher Comp-Early Childhood	34	61.8	46	60.9
11 Elementary Education	107	87.9	124	80.6
12 Language Arts	47	100.0	47	100.0
13 Reading	39	79.5	40	80.0
14 Mathematics	28	57.1	32	68.8
15 Science	29	58.6	32	68.8
16 History/Geog/Econ/Civics/Gov	37	70.3	42	66.7
18 French	2	100.0	2	100.0
19 German	2	100.0	2	100.0
20 Spanish	12	75.0	12	83.3
21 Music	11	54.5	15	60.0
22 Visual Arts	9	100.0	10	100.0
23 Middle Level Language Arts	11	72.7	11	72.7
24 Middle Level Mathematics	32	71.9	38	71.1
25 Middle Level Science	16	75.0	17	82.4
26 ML Hist/Geog/Econ/Civics/Gov	10	90.0	11	100.0
27 Family and Consumer Sciences	6	100.0	6	100.0
28 Health Education	14	92.9	14	100.0
29 Physical Education	28	96.4	28	100.0
30 Library/Media	21	57.1	22	54.5
31 TESOL	512	85.2	522	86.4
32 Special Education	26	92.3	27	88.9
33 Educational Diagnostician	6	100.0	6	100.0
34 School Counselor	14	100.0	15	93.3
35 Educational Administrator	37	91.9	40	90.0

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

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

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

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

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

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

**Summary Table 5
Math and Science Program Completers - 2007-2008 Academic Year
Title II Licensure Programs Completers: Math, Science, and Technology Majors**

Institution	Math	Science	Technology	SPED
Research Universities				
NM State University	5	11	23*	24
University of NM	13	13	NA	25
Comprehensive Colleges and Universities				
Eastern NM University	5	4	NA	6
Highlands University				
NM Institute Mining & Technology	1	2	1	NA
Northern NM College	NA	4**	NA	NA
Western NM University	1	4	NA	4
Community Colleges				
Central NM Community College	3	2	NA	***
San Juan College	3	3	1	
Santa Fe Community College	8	6	1	
Clovis Community College				
Private Colleges and Universities				
College of Santa Fe	2	3	NA	2
University of the Southwest	0	0	NA	
Wayland Baptist University				
University of Phoenix				
Total	40	48	26	61

Source: Institutions

*Technology Coordinator, NMSU

** BA in Elementary Education students take 24 credit hours of science in the program making them highly qualified to teach Science.

*** Community Colleges do have SPED Alt Lic programs, but did not report them as Title II completers in the 2009 EARS report as this was added after institutional reports were submitted.

**Summary Table 6
Degrees Granted
2007-2008 Academic Year**

	ECE or ECME		ELED		SED		PTE	SPED		K-12		COUN	EDAD
	UG	G	UG	G	UG	G	UG	UG	G	UG	G	G	G
Research Universities													
NMSU	17	2	150	9	36	16		24	6	26	14	10**	21**
UNM	22		183	49	34	49		25	49	21	10	13	16
Comprehensive Colleges and Universities													
ENMU	12		64		16		18	6		15		7	9
NMHU													
NMT	Not Available*												
NNMC	NA		11		0			0		0	NA	NA	11
WNMU	13	NA	14	10	7	12		4	8	2	0	13	18
Community Colleges													
CNM	Not Available*												
SJC	Not Available*												
SFCC	Not Available*												
CCC	Not Available*												
Private Colleges and Universities													
USW	6		18		6			1		2		7	9
WBU													
UP													
Total	64	2	440	68	99	77	18	60	62	66	24	50	84

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

** NMSU data does not include doctorates

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 2007-2008 Academic Year (Standard & Alternative Teachers License)	Number of New Teachers (Level 1) Hired By New Mexico School Districts 2008-2009 (Standard + Alternative Teachers License)	Percentage of Title II Or Program Completers Hired By New Mexico School Districts: 2009
Research Universities			
NM State University	350	151+12=163	47%
University of NM	443	287+30=317	72%
Comprehensive Universities and Colleges			
Eastern NM University	121	82+10=92	76%
Highlands University	None Reported		
NM Institute Mining & Technology	4	2+1=3	75%
Northern NM College	33	3+1=4	12%
Western NM University	98	31+1=32	33%
Community Colleges			
Central NM Community College	22	2	1%
San Juan College	32	1	.03%
Santa Fe Community College	61	None Reported	Not Avail
Clovis Community College	None Reported		
Private Universities and Colleges			
University of the Southwest	36	24+1=25	69%
Wayland Baptist University	None Reported		
University of Phoenix	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 2007-2008 and the numbers of new teachers hired by New Mexico public schools in 2008-2009. 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

**Summary Table 8
2008-2009 Licensure Program Costs
Revenue, Expenditures, Instructional Compensation,
and Operational Cost per Student Credit Hour**

Institution	2008-2009 Total Unrestricted SCH	I&G Expenditures (including fringe benefits)	Full-Time Instructional Compensation		Operational Cost per SCH (with fringe benefits)
			Minimum	Maximum	
Research Universities					
NM State University	405,815	\$175,483,398			\$432
<i>College/Education Program</i>	45,645	\$13,001,721	\$53,000	\$83,907	\$285
<i>Initial Licensure Programs</i>	6,857	\$6,169,316			\$233
University of NM	608,513	\$183,348,487			\$301
<i>College/Education Program</i>	66,295	\$15,469,609	\$52,000	\$130,091	\$233
<i>Initial Licensure Programs</i>	37,302	\$9,279,451			\$249
Comprehensive Universities and Colleges					
Eastern NM University	98,256	\$34,473,160			\$351
<i>College/Education Program</i>	22,807	\$3,841,522	\$45,824	\$76,308	\$168
<i>Initial Licensure Programs</i>	11,195	\$1,941,577			\$173
Highlands University					
<i>College/Education Program</i>					
<i>Initial Licensure Programs</i>					
NM Institute Mining & Technology	44,419	\$33,312,232			\$750
<i>College/Education Program</i>			\$49,895	49,895	
<i>Initial Licensure Programs</i>	69	\$68,894			\$998
Northern NM College	40,479	\$14,518,071			\$359
<i>College/Education Program</i>	2,886	Not Avail	\$44,715	\$54,298	
<i>Initial Licensure Programs</i>	1,368	Not Avail			Not Avail
Western NM University	56,230	\$12,717,069			\$226
<i>College/Education Program</i>	6966	\$1,560,726		\$60,459	\$224
<i>Initial Licensure Programs</i>	5493	\$788,953			\$144

Community Colleges					
Central NM Community College	484,558	\$99,445,079			\$205
<i>College/Education Program</i>	9,606	\$666,030	\$52,273	\$60,433	\$69
<i>Initial Licensure Programs</i>	2,748	\$190,532			\$117
San Juan College	142,101	\$43,473,786			\$306
<i>College/Education Program</i>	20,787	\$2,988,004	\$36,233	\$83,425	\$144
<i>Initial Licensure Programs</i>	523	\$2,179,534			\$4167
Santa Fe Community College	75,236	\$27,044,848			\$359
<i>College/Education Program</i>	2,739	\$334,613	\$42,505	\$58,068	\$122
<i>Initial Licensure Programs</i>	2,449	Not Avail			Not Avail
Clovis Community College					
<i>College/Education Program</i>					
<i>Initial Licensure Programs</i>					
<i>Field Experiences</i>					
Private Universities and Colleges					
University of the Southwest	17,324	Not Avail			Not Avail
<i>College/Education Program</i>	Not Avail	Not Avail	\$37,058	\$62,361	Not Avail
<i>Initial Licensure Programs</i>	Not Avail	Not Avail			Not Avail
Wayland Baptist University					
<i>College/Education Program</i>					
<i>Initial Licensure Programs</i>					
Univ. of Phoenix					
<i>College/Education Program</i>					
<i>Initial Licensure Programs</i>					