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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 13, 2010

MEMORANDUM

TO: Legislative Education Study Committee

FR: Ally Hudson

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

INTRODUCTION

As explained more fully in "Background" below, the Educator Accountability Reporting System (EARS) is a data system that measures how well colleges, schools, or departments of education are performing in the preparation of educators. Provisions in current law require the Public Education Department (PED) to work in collaboration with teacher preparation programs, the postsecondary institutions that offer those programs, and the Higher Education Department (HED) to provide a report for each institution and statewide report to the Governor and the Legislature each year.

In preparation for the 2010 EARS report, the Deans and Directors of the teacher preparation programs in New Mexico (known as the New Mexico American Association of Colleges of Teacher Education (NMAACTE)) worked collaboratively to collect and compile the data required in law.

This staff brief will provide an overview of the 2010 EARS report, including:

- a synopsis of its findings;
- an update on reporting EARS data into the Student Teacher Accountability Reporting System (STARS);
- a review of the evaluation plan;
- data limitations and recommendations; and
- background.

The full 2010 EARS report, based on data from academic year 2009-2010, and including the postsecondary institutions' reports, is available electronically. A copy of the introduction and statewide summary tables is included at the end of this report (Attachment, *EARS Report Introduction and Summary Tables*).

FINDINGS OF THE 2010 EARS REPORT

According to an NMAACTE representative, 12 of the 13¹ New Mexico teacher preparation programs submitted data for the 2010 EARS report. One of the institutions that did not report in 2010, University of Phoenix, is a private institution that is not subject to the reporting requirements in law. Two other private institutions – University of the Southwest and Wayland Baptist University – voluntarily participated in the report.

Among other findings, the report indicates the following points, which are similar to the findings included in the 2009 report:

- *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 3.31 for undergraduate candidates, 3.52 for graduate candidates, and 3.39 for alternative licensure candidates.
- *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.* In New Mexico, 2009-2010 EARS data, as well as three-year trend data, provide evidence that students enrolled in New Mexico's educator preparation programs are reflective of the ethnic population in the state.

¹ New Mexico State University, University of New Mexico, Eastern New Mexico University, New Mexico Highlands University, New Mexico Institute of Mining and Technology, Northern New Mexico College, Western New Mexico University, Central New Mexico Community College, San Juan College, Santa Fe Community College, University of the Southwest, Wayland Baptist University, and University of Phoenix represent the 13 teacher preparation programs in New Mexico.

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 meeting or exceeding 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 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 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 Title II completers in mathematics, science, technology, and special education. The report 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 2010 EARS report 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.
- Ø **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 the report, although statute requires that data from EARS be reported into STARS, this has not yet been accomplished because additional funding will be required to make the necessary modifications to the STARS database. As such, the 2010 EARS report indicates that "implementation [of this statutory requirement] will occur when technically feasible."

EVALUATION PLAN

Current 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 2010 report indicates, “the ability to establish a statewide evaluation plan with common measurements and strategies across all educator preparation programs requires the establishment of baseline data.” While some of these data have been collected through the 2007-2008, 2008-2009, and 2009-2010 (T)EARS reports, other data will require the full implementation of a P-20 data system, additional data indicators in STARS, and baseline data from PED.

According to the 2010 report, the NMAACTE deans and directors of teacher education established six objectives to begin addressing the requirement for common evaluation measures across all educator preparation programs:

- Objective 1: Increase student achievement for all students.
 - Ø Strategy: Collaborate with P-20 stakeholders in developing an assessment system linking student performance to teacher performance.
 - Ø Measurement: Develop a student achievement assessment system linked to teacher performance.

- Objective 2: Increase teacher and administrator retention, particularly in the first three years of a teacher’s or administrator’s career.
 - Ø Strategy: Obtain baseline data on teacher and administrator retention from PED to determine strategy and measurement.
 - Ø Measurement: According to the report, the measurement for this objective is the same as the strategy above.

- Objective 3: Increase the percentage of students who pass the NMTA for initial licensure on the first attempt.
 - Ø Strategy:
 - ü Analyze NMTA test data to identify any licensure and/or endorsement areas in which the first-time pass rate is less than 80 percent for individuals completing related licensure/endorsement coursework.
 - ü Identify programmatic/curriculum changes that may improve the first-time pass rate of any licensure/endorsement area identified through Strategy 1.
 - Ø Measurement: Articulate a plan for programmatic/curriculum changes to improve the first-time pass rate of any licensure/endorsement area identified through Strategy 1.

- Objective 4: Increase the percentage of secondary 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.
- Ø Note: Given the data on the percentage of highly qualified teachers currently teaching in New Mexico, the NMAACTE deans and directors of teacher education believe this objective has been satisfied (see Table 1).

**Table 1. Statewide Highly Qualified Teacher (HQT) Percentages
School Year: 2009-2010**

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

- Objective 5: Increase 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.
- Ø Note: Given the data on the percentage of highly qualified teachers currently teaching in New Mexico, the NMAACTE deans and directors of teacher education believe this objective has been satisfied (see Table 1).
- Objective 6: Increase the number of teachers trained in math, science, and technology.
- Ø Strategy: Increase the number of math and science program completers from 2007-2008 baseline data by 50 percent by 2012.
- Ø Measurement: According to the report, this goal was met (see Table 2).

Table 2. Math and Science Program Completers

2007-08			2008-09			2009-2010			2010-2011		
Math	Science	Sum	Math	Science	Sum	Math	Science	Sum	Math	Science	Sum
40	48	88	72	64	136						
% increase from baseline year			51.5%								

Finally, law specifies that the evaluation plan determine an effective funding formula to support these six objectives. Regarding this requirement, the NMAACTE deans and directors have indicated that they are unable to have an effect on this requirement; instead, they depend upon PED, HED, the Legislative Education Study Committee, and university Presidents for this initiative.

DATA LIMITATIONS AND RECOMMENDATIONS

The report indicates the following data limitations – again similar to those identified in the 2009 report - and makes some recommendations to address them:

- NMTA scores are not always correctly attributed to the preparing institutions because students self-report their affiliation. In school year 2009-2010, the NMAACTE, in conjunction with PED, attempted to work with Pearson (an international PreK-20 educational publishing company of textbooks and other educational materials) to modify NMTA application procedures to validate students' institutional affiliation, but they were unable to implement an effective means to achieve this goal.

- Ø **Recommendation 1: Include in the 2011 EARS report the revised Title II NMTA test scores of students that are enrolled but are not program completers.**

- 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 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.

- 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.

- Ø **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.**

- 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. While PED has recently implemented the collection of these data, a review of these data for school year 2009-2010 revealed discrepancies in its accuracy.

- Ø **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.**

- The responsibility of compiling individual institutional reports and summary data has been left to members of the NMAACTE.

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

BACKGROUND

In 2007, LESC-endorsed legislation was enacted 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 work force. In 2008, 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).

Among its provisions, the act requires that:

- each teacher preparation program 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, design the reporting system; require the data to be reported through 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 to the Governor and the Legislature; and
- each public postsecondary educational institution adopt the annual report for its teacher education programs.

New Mexico 2010 Educator Accountability Reporting System (EARS) Report

Introduction

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

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

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

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

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

Parameters

This report intends to:

- Align data to the National Council for the Accreditation of Teacher Education (NCATE) standards and assessment system needs that focus on student learning, quality of faculty, and unit operations.
- Utilize NCATE definitions embedded into EARS operational definitions
- Honor different missions of community colleges, comprehensive institutions, and research institutions. Community colleges are more focused on local practice, placement, and employment as outcomes. The programs are more specific to the local districts and their employment needs. Comprehensive institutions are broader in their constituents, focus on teaching and service to the profession, and respond regionally. Research institutions are differentiated by their doctoral programs, as well as focusing on statewide research to practice.
- Connected to PK-12 NMPED data to reinforce a seamless PK-20 reporting system
- Include all initial (including alternative) and advanced licensure programs

- When applicable, each annual EARS report will encompass data from the previous summer, fall, and spring.
- The 2010 EARS Report contributes to the establishment of baseline data (initiated in 2008) to be used in future analyses of trends and overall performance.

The 2010 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 2010 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 3.31 for undergraduate candidates, 3.52 for graduate candidates, and 3.39 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 87.1%. Over the past three years of data gathering for the EARS report, the GPA and NMTA results have remained very consistent and can be considered to be reliable entry-level data for the combined institutions of New Mexico.

Summary Table 3
2009-2010 Teacher Preparation Measures
(GPAs and NMTA Basic Skills Test Scores)

Institution	Undergraduate Program		Graduate Program		Alternative Licensure Program	
	Average GPA at Admission (A)	Average NMTA Basic Skills Score (B)	Average GPA at Admission (C)	Average NMTA Basic Skills Score (D)	Average GPA at Admission (E)	Average NMTA Basic Skills Score (F)
Research Universities						
NM State University	3.30	267	3.86	273.4	3.41	268.04
University of NM	3.32	268	3.45	273	3.31	278
Comprehensive Universities & Colleges						
Eastern NM University	3.34	261	NA	NA	3.46	274.5
NM Highlands University	2.93	Not Reported	3.13	NA	Not Reported	Not Reported
NM Institute Mining & Technology	NA	NA	3.26	287	3.34	288
Northern NM College	3.16	266	NA	NA	3.45	274
Western NM University	3.33	261	3.69	272	3.70	290

Community Colleges						
Central NM Community College	NA	NA	NA	NA	3.24	277
San Juan College	NA	NA	NA	NA	3.24	273
Sante Fe Community College	NA	NA	NA	NA	3.27	277
Private Universities & Colleges						
University of the Southwest	3.20	261	3.30	NA	NA	NA
Wayland Baptist University	3.86	280	3.92	275	NA	NA
University of Phoenix						
Statewide average of all institutions	3.31	266	3.52	276	3.39	278

Source: Institutions

- 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. National data indicate that more than 80% of the U.S. public school teachers are White (American Association of Colleges for Teacher Education, 2010). In New Mexico, 2009-2010 EARS data, as well as three-year trend data, provide evidence that students enrolled in New Mexico's educator preparation programs are reflective of the ethnic population in the state. Summary Table 2 shows the gender and ethnicity of students admitted and enrolled in educator preparation programs in the state.

Summary Table 2
2009-2010 Licensure Program Enrollments by Ethnicity
 (Initial, Advanced, and Alternative Licensure Programs Combined)
 (Summer 09, Fall 09, Spring 2010)

	N of Unduplicated Enrollments (A)	Male (B)	Female (C)	White, non-Hispanic (D)	Hispanic (E)	Native American (F)	African American (G)	Asian/Pacific Islander (H)	Not Reported (I)
Research Universities									
NM State University	2071	526	1545	692	1082	78	48	15	163
University of NM	1565	358	1207	818	507	128	25	16	71

Comprehensive Universities									
Eastern NM University	421	108	311	242	154	8	9	2	8
NM Highlands University	739	148	591	253	379	57	16	3	32
NM Institute Mining & Technology	16	7	9	11	3	0	0	0	2
Northern NM College	179	39	140	53	109	12	3	1	1
Western NM University	325	82	246	163	116	13	1	0	5
Community Colleges									
Central NM Community College	503	149	354	331	135	5	15	10	7
San Juan College	56	18	38	41	7	8	0	0	0
Sante Fe Community College	358	115	243	197	76	9	5	3	68
Privates									
University of the Southwest	223	58	165	67	66	1	3	0	86
Wayland Baptist University	89	21	68	55	31	0	2	1	0
Total	6697	1673	5025	2993	2721	329	131	51	454
Percentage		24.7	75.3	44.6	40.5	5	2	.8	6.8
State of New Mexico Demographics*		49.3	50.7	41.7	44.9	9.7	3	1.5	-

*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
2008-2009 Academic Year
Title II Licensure Programs Completers: Math, Science, Technology, and Special Education Majors

Institution	Math (A)	Science (B)	Technology (C)	Special Education (D)
Research Universities				
NM State University	24	21	24	23
University of NM	23	17	0	53
Comprehensive Colleges and Universities				
Eastern NM University	3	2	1	4
NM Highlands University	0	0	0	13
NM Institute Mining & Technology	1	1	0	0
Northern NM College	0	0	0	0
Western NM University	7	8	0	16
Community Colleges				
Central NM Community College	6	7	0	12
San Juan College	5	2		
Sante Fe Community College	2	4	0	6
Private Colleges and Universities				
University of the Southwest	1	1	NA	6
Wayland Baptist University	0	1	NA	NA
University of Phoenix				
State Total	72	64	25	133

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

- *The 2010 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, 2008-09, and 2009-2010 (T)EARS reports. Other data require the establishment of the P-20 data system, new data indicators in STARS, and/or baseline data from NMPED.

Objectives/Strategies/Measurements

Objective #1: Increasing student achievement for all students.

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

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

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

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

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

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

Notes:

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

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

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

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

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

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

Strategy:

Measurement:

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

Strategy:

Measurement:

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

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

School Year: 2009-2010
Reporting Period: 120D

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

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

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

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

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

Limitations of the Data

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

Recommendation 1: Include in the 2011 EARS, the revised Title II NMTA reporting for test scores of students that are enrolled but are not program completers, for a more accurate picture of the pass-rates of students taking content and competency exams that have completed related coursework.

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

Recommendation 2: Participating institutions develop similar data systems that address EARS reporting needs. NMPED and NMHED should involve NMAACTE deans and directors of teacher education in ongoing work to create a fully functional 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 did not ask for the name of the institution in which the teachers' complete their licensure program. While NMPED has recently implemented the collection of this data, a review of these data for 2009-2010 revealed discrepancies in its accuracy.

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

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

in preparing the EARS report.

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

Respectfully submitted,

Richard Howell
Chair, NMAACTE
Dean, College of Education, UNM

Erica Volkers
Co-Chair, NMAACTE

2010 Education Accountability Reporting System (EARS) Summary Tables

Legend

NA – Not applicable, no program exists

Not Avail. – Not available, no data is available

Not Reported – No data reported among other institutional data submitted

Blank Cells – No institutional participation

**Summary Table 1
2009-2010 Licensure Program Enrollments
(Initial, Advanced, and Alternative Licensure Programs Combined)
(Summer 09, Fall 09, Spring 2010)**

	Early Childhood	Elem Educ	Secondary Educ.	Special Educ.	K-12	Counseling	Educ. Lead	Institutional Total	Institutional % of Total State Enrollment
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
Research Universities									
NM State University	312	674	413	78	327	63	193	2071	32
University of NM	108	698	370	226	84	32	47	1565	24
Comprehensive Universities & Colleges									
Eastern NM University	32	123	64	58	11	86	47	421	6.5%
NM Highlands University	100	296	13	41	NA	172	117	739	11
NM Institute Mining & Technology	0	0	16	0	0	0	0	0	0
Northern NM College	0	138	27	14	0	0	0	179	2.8
Western NM University	30	83	74	37	13	32	50	325	5
Community Colleges									
Central NM Community College	41	143	160	159	0	0	0	503	7.8

San Juan College	0	21	24	11	0	0	0	56	.08
Sante Fe Community College	26	154	138	40	0	0	0	358	5.5
Private Universities & Colleges									
University of the Southwest	17	42	37	7	22	81	17	223	3.4
Wayland Baptist University	NA	45	18	NA	NA	NA	26	89	1.3
University of Phoenix									
State Licensure Area Total	663	2439	1366	814	457	461	534	6733	100
Licensure Area % of Total State Enrollment	10	37	21	11	7	7	8	100	

Notes:

Source: Institutions

Summary Table 2
2009-2010 Licensure Program Enrollments by Ethnicity
(Initial, Advanced, and Alternative Licensure Programs Combined)
(Summer 09, Fall 09, Spring 2010)

	N of Unduplicated Enrollments	Male	Female	White, non-Hispanic	Hispanic	Native American	African American	Asian/Pacific Islander	Not Reported
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
Research Universities									
NM State University	2071	526	1545	692	1082	78	48	15	163
University of NM	1565	358	1207	818	507	128	25	16	71
Comprehensive Universities									
Eastern NM University	421	108	311	242	154	8	9	2	8
NM Highlands University	739	148	591	253	379	57	16	3	32
NM Institute Mining & Technology	16	7	9	11	3	0	0	0	2
Northern NM College	179	39	140	53	109	12	3	1	1
Western NM University	325	82	246	163	116	13	1	0	5
Community Colleges									
Central NM Community College	503	149	354	331	135	5	15	10	7
San Juan College	56	18	38	41	7	8	0	0	0
Sante Fe Community College	358	115	243	197	76	9	5	3	68
Privates									
University of the Southwest	223	58	165	67	66	1	3	0	86
Wayland Baptist University	89	21	68	55	31	0	2	1	0

Total	6697	1673	5025	2993	2721	329	131	51	454
Percentage		24.9	75	44.7	40.6	5	2	.8	6.8
State of New Mexico Demographics*		49.3	50.7	41.7	44.9	9.7	3	1.5	-

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

**Summary Table 3
2009-2010 Teacher Preparation Measures
(GPAs and NMTA Basic Skills Test Scores)**

Institution	Undergraduate Program		Graduate Program		Alternative Licensure Program	
	Average GPA at Admission (A)	Average NMTA Basic Skills Score (B)	Average GPA at Admission (C)	Average NMTA Basic Skills Score (D)	Average GPA at Admission (E)	Average NMTA Basic Skills Score (F)
Research Universities						
NM State University	3.30	267	3.86	273.4	3.41	268.04
University of NM	3.32	268	3.45	273	3.31	278
Comprehensive Universities & Colleges						
Eastern NM University	3.34	261	NA	NA	3.46	274.5
NM Highlands University	2.93	Not Reported	3.13	NA	Not Reported	Not Reported
NM Institute Mining & Technology	NA	NA	3.26	287	3.34	288
Northern NM College	3.16	266	NA	NA	3.45	274
Western NM University	3.33	261	3.69	272	3.70	290
Community Colleges						
Central NM Community College	NA	NA	NA	NA	3.24	277
San Juan College	NA	NA	NA	NA	3.24	273
Sante Fe Community College	NA	NA	NA	NA	3.27	277
Private Universities & Colleges						
University of the Southwest	3.20	261	3.30	NA	NA	NA
Wayland Baptist University	3.86	280	3.92	275	NA	NA
University of						

Phoenix						
Statewide average of all institutions	3.31	266	3.52	276	3.39	278

Source: Institutions

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

ANNUAL SUMMARY OF TEST RESULTS: INITIAL AND CUMULATIVE				
Program Year: 2009-2010				
RESULTS BY TEST				
				Annual (2009-2010)
	Number of		Total	
	First- Time	Initial	Number of	Cum. %
	Takers	% Passed	Takers	Passed
Statewide				
01 Basic Skills	2,142	87.1	2,366	84.7
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	904	87.2	1,007	87.0
04 Teacher Comp-Secondary	590	78.3	655	78.8
05 Teacher Comp-Early Childhood	122	62.3	155	62.6
11 Elementary Education	918	90.7	983	91.8
12 Language Arts	172	94.2	175	96.0
13 Reading	90	92.2	95	90.5
14 Mathematics	142	66.9	155	69.0
15 Science	119	70.6	136	74.3
16 History/Geog/Econ/Civics/Gov	158	68.4	182	68.7
18 French	4	100.0	5	100.0
19 German	4	100.0	4	100.0
20 Spanish	46	89.1	48	87.5
21 Music	45	88.9	49	85.7

22 Visual Arts	54	94.4	57	94.7
23 Middle Level Language Arts	37	86.5	37	89.2
24 Middle Level Mathematics	107	66.4	112	70.5
25 Middle Level Science	40	77.5	42	76.2
26 ML Hist/Geog/Econ/Civics/Gov	36	80.6	41	78.0
27 Family and Consumer Sciences	28	82.1	30	86.7
28 Health Education	45	95.6	45	97.8
29 Physical Education	101	86.1	104	87.5
30 Library/Media	29	51.7	35	60.0
31 TESOL	260	80.8	278	81.7
32 Special Education	277	98.6	280	98.9
33 Educational Diagnostician	14	100.0	14	100.0
34 School Counselor	91	85.7	92	85.9
35 Educational Administrator	217	96.8	222	97.7
01 College of Santa Fe				
01 Basic Skills	9	88.9	12	83.3
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	6	83.3	9	77.8
04 Teacher Comp-Secondary	5	80.0	6	83.3
05 Teacher Comp-Early Childhood	1	100.0	1	100.0
11 Elementary Education	11	100.0	12	91.7
12 Language Arts	5	100.0	5	100.0
13 Reading	5	100.0	5	100.0
14 Mathematics	2	50.0	2	50.0
15 Science	5	80.0	6	83.3
16 History/Geog/Econ/Civics/Gov	1	100.0	1	100.0
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	--	--	--	--
21 Music	1	100.0	1	100.0
22 Visual Arts	2	100.0	2	100.0

23 Middle Level Language Arts	--	--	--	--
24 Middle Level Mathematics	2	100.0	2	100.0
25 Middle Level Science	2	100.0	2	100.0
26 ML Hist/Geog/Econ/Civics/Gov	1	100.0	1	100.0
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	3	100.0	3	100.0
29 Physical Education	2	100.0	2	100.0
30 Library/Media	1	0.0	1	0.0
31 TESOL	7	71.4	7	71.4
32 Special Education	4	100.0	4	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	3	100.0	3	100.0
35 Educational Administrator	2	100.0	2	100.0
02 University of the Southwest				
01 Basic Skills	18	77.8	21	76.2
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	7	85.7	13	92.3
04 Teacher Comp-Secondary	7	85.7	11	54.5
05 Teacher Comp-Early Childhood	1	100.0	2	50.0
11 Elementary Education	16	87.5	23	87.0
12 Language Arts	3	100.0	3	100.0
13 Reading	3	100.0	3	100.0
14 Mathematics	--	--	--	--
15 Science	3	66.7	3	66.7
16 History/Geog/Econ/Civics/Gov	3	0.0	3	33.3
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	2	100.0	2	100.0
21 Music	--	--	--	--
22 Visual Arts	1	0.0	1	0.0
23 Middle Level Language Arts	--	--	--	--

24 Middle Level Mathematics	1	0.0	1	0.0
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	4	75.0	5	80.0
30 Library/Media	--	--	--	--
31 TESOL	1	100.0	1	100.0
32 Special Education	2	100.0	2	100.0
33 Educational Diagnostician	9	100.0	9	100.0
34 School Counselor	4	100.0	4	100.0
35 Educational Administrator	3	100.0	3	100.0
03 Eastern New Mexico University				
01 Basic Skills	166	81.3	179	83.2
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	52	86.5	63	84.1
04 Teacher Comp-Secondary	39	53.8	44	63.6
05 Teacher Comp-Early Childhood	13	46.2	16	56.3
11 Elementary Education	56	89.3	59	93.2
12 Language Arts	5	100.0	5	100.0
13 Reading	6	66.7	6	66.7
14 Mathematics	9	66.7	10	60.0
15 Science	2	0.0	4	25.0
16 History/Geog/Econ/Civics/Gov	8	50.0	9	55.6
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	3	100.0	3	100.0
21 Music	9	77.8	9	77.8
22 Visual Arts	1	100.0	1	100.0
23 Middle Level Language Arts	3	100.0	3	100.0
24 Middle Level Mathematics	5	60.0	5	60.0

25 Middle Level Science	1	100.0	1	100.0
26 ML Hist/Geog/Econ/Civics/Gov	3	33.3	4	50.0
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	1	100.0	1	100.0
29 Physical Education	4	100.0	4	100.0
30 Library/Media	1	0.0	1	0.0
31 TESOL	6	100.0	6	100.0
32 Special Education	8	100.0	8	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	4	75.0	4	75.0
35 Educational Administrator	16	100.0	16	100.0
04 New Mexico Highlands University				
01 Basic Skills	161	77.6	181	75.7
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	79	86.1	87	82.8
04 Teacher Comp-Secondary	26	76.9	29	72.4
05 Teacher Comp-Early Childhood	18	50.0	23	60.9
11 Elementary Education	106	87.7	111	90.1
12 Language Arts	7	100.0	8	100.0
13 Reading	5	80.0	5	80.0
14 Mathematics	7	57.1	8	50.0
15 Science	5	80.0	5	80.0
16 History/Geog/Econ/Civics/Gov	7	71.4	10	50.0
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	1	0.0	1	0.0
21 Music	--	--	--	--
22 Visual Arts	--	--	--	--
23 Middle Level Language Arts	2	50.0	2	50.0
24 Middle Level Mathematics	6	16.7	7	42.9
25 Middle Level Science	3	33.3	4	25.0

26 ML Hist/Geog/Econ/Civics/Gov	5	100.0	5	100.0
27 Family and Consumer Sciences	2	50.0	2	50.0
28 Health Education	1	100.0	1	100.0
29 Physical Education	7	100.0	7	100.0
30 Library/Media	5	40.0	5	40.0
31 TESOL	20	65.0	20	65.0
32 Special Education	46	95.7	46	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	3	100.0	4	75.0
35 Educational Administrator	45	95.6	46	97.8
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	7	100.0	7	100.0
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	--	--	--	--
12 Language Arts	--	--	--	--
13 Reading	--	--	--	--
14 Mathematics	3	100.0	3	100.0
15 Science	1	100.0	2	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	--	--	--	--

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	255	84.7	290	81.7
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	120	85.8	132	90.9
04 Teacher Comp-Secondary	73	76.7	80	83.8
05 Teacher Comp-Early Childhood	18	50.0	24	66.7
11 Elementary Education	123	91.9	135	95.6
12 Language Arts	15	86.7	15	93.3
13 Reading	1	0.0	1	0.0
14 Mathematics	14	57.1	14	71.4
15 Science	10	100.0	15	86.7
16 History/Geog/Econ/Civics/Gov	20	65.0	24	79.2
18 French	0	--	1	100.0
19 German	1	100.0	1	100.0
20 Spanish	7	100.0	8	87.5
21 Music	15	93.3	16	93.8
22 Visual Arts	3	100.0	3	100.0
23 Middle Level Language Arts	3	66.7	3	66.7
24 Middle Level Mathematics	11	81.8	11	81.8
25 Middle Level Science	2	50.0	2	50.0
26 ML Hist/Geog/Econ/Civics/Gov	3	66.7	5	60.0

27 Family and Consumer Sciences	9	88.9	9	100.0
28 Health Education	2	100.0	2	100.0
29 Physical Education	9	100.0	9	100.0
30 Library/Media	1	0.0	2	0.0
31 TESOL	23	65.2	27	77.8
32 Special Education	25	100.0	25	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	2	100.0	2	100.0
35 Educational Administrator	23	95.7	24	100.0
07 University of New Mexico				
01 Basic Skills	460	92.2	480	91.5
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	277	93.1	291	92.8
04 Teacher Comp-Secondary	142	86.6	154	85.7
05 Teacher Comp-Early Childhood	14	78.6	20	60.0
11 Elementary Education	228	96.9	234	96.6
12 Language Arts	50	98.0	50	100.0
13 Reading	21	95.2	21	95.2
14 Mathematics	31	74.2	32	71.9
15 Science	25	84.0	26	84.6
16 History/Geog/Econ/Civics/Gov	42	85.7	43	88.4
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	12	83.3	12	83.3
21 Music	8	100.0	8	100.0
22 Visual Arts	17	94.1	18	94.4
23 Middle Level Language Arts	2	50.0	2	50.0
24 Middle Level Mathematics	15	60.0	15	73.3
25 Middle Level Science	8	87.5	8	87.5
26 ML Hist/Geog/Econ/Civics/Gov	8	100.0	8	100.0
27 Family and Consumer Sciences	1	100.0	1	100.0

28 Health Education	12	91.7	12	91.7
29 Physical Education	22	90.9	22	90.9
30 Library/Media	10	70.0	10	70.0
31 TESOL	90	84.4	93	86.0
32 Special Education	61	100.0	61	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	4	75.0	4	75.0
35 Educational Administrator	23	100.0	23	100.0
08 Western New Mexico University				
01 Basic Skills	67	80.6	81	77.8
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	19	89.5	23	91.3
04 Teacher Comp-Secondary	25	84.0	28	75.0
05 Teacher Comp-Early Childhood	12	66.7	13	69.2
11 Elementary Education	19	89.5	20	95.0
12 Language Arts	6	100.0	6	100.0
13 Reading	1	100.0	1	100.0
14 Mathematics	2	50.0	4	75.0
15 Science	4	50.0	5	60.0
16 History/Geog/Econ/Civics/Gov	5	80.0	8	50.0
18 French	--	--	--	--
19 German	1	100.0	1	100.0
20 Spanish	1	100.0	1	100.0
21 Music	0	--	1	0.0
22 Visual Arts	1	100.0	1	100.0
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	3	100.0	3	100.0

29 Physical Education	3	100.0	3	100.0
30 Library/Media	--	--	--	--
31 TESOL	1	0.0	1	0.0
32 Special Education	3	100.0	5	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	4	100.0	4	100.0
35 Educational Administrator	25	96.0	25	96.0
09 University of Phoenix				
01 Basic Skills	149	72.5	181	69.1
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	57	52.6	64	65.6
04 Teacher Comp-Secondary	23	47.8	30	53.3
05 Teacher Comp-Early Childhood	2	50.0	2	50.0
11 Elementary Education	87	73.6	90	80.0
12 Language Arts	9	88.9	10	80.0
13 Reading	1	100.0	2	50.0
14 Mathematics	7	57.1	9	55.6
15 Science	3	0.0	4	50.0
16 History/Geog/Econ/Civics/Gov	9	11.1	12	25.0
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	--	--	--	--
21 Music	--	--	--	--
22 Visual Arts	2	100.0	2	100.0
23 Middle Level Language Arts	1	100.0	1	100.0
24 Middle Level Mathematics	5	20.0	6	50.0
25 Middle Level Science	2	100.0	2	100.0
26 ML Hist/Geog/Econ/Civics/Gov	1	0.0	1	0.0
27 Family and Consumer Sciences	2	50.0	2	50.0
28 Health Education	3	100.0	3	100.0
29 Physical Education	1	100.0	1	100.0

30 Library/Media	--	--	--	--
31 TESOL	6	16.7	6	33.3
32 Special Education	3	66.7	3	66.7
33 Educational Diagnostician	--	--	--	--
34 School Counselor	4	100.0	4	100.0
35 Educational Administrator	15	93.3	16	100.0
10 Wayland Baptist University				
01 Basic Skills	23	87.0	23	87.0
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	11	100.0	11	100.0
04 Teacher Comp-Secondary	6	50.0	6	66.7
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	10	90.0	10	90.0
12 Language Arts	3	66.7	3	66.7
13 Reading	1	100.0	1	100.0
14 Mathematics	2	0.0	2	50.0
15 Science	1	0.0	1	0.0
16 History/Geog/Econ/Civics/Gov	1	100.0	1	100.0
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	--	--	--	--
21 Music	--	--	--	--
22 Visual Arts	1	100.0	1	100.0
23 Middle Level Language Arts	3	100.0	3	100.0
24 Middle Level Mathematics	--	--	--	--
25 Middle Level Science	1	100.0	1	100.0
26 ML Hist/Geog/Econ/Civics/Gov	1	100.0	1	100.0
27 Family and Consumer Sciences	1	100.0	1	100.0
28 Health Education	--	--	--	--
29 Physical Education	--	--	--	--
30 Library/Media	--	--	--	--

31 TESOL	2	100.0	2	100.0
32 Special Education	--	--	--	--
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	6	83.3	6	83.3
11 Western Governors University				
01 Basic Skills	12	100.0	13	100.0
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	3	100.0	3	100.0
04 Teacher Comp-Secondary	--	--	--	--
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	3	100.0	3	100.0
12 Language Arts	--	--	--	--
13 Reading	--	--	--	--
14 Mathematics	--	--	--	--
15 Science	1	0.0	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	2	100.0	2	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	--	--	--	--
29 Physical Education	--	--	--	--
30 Library/Media	--	--	--	--
31 TESOL	1	100.0	1	100.0

32 Special Education	2	100.0	2	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
25 College of Santa Fe - ALP				
01 Basic Skills	3	100.0	3	100.0
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	2	100.0	2	100.0
04 Teacher Comp-Secondary	--	--	--	--
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	2	100.0	2	100.0
12 Language Arts	1	100.0	1	100.0
13 Reading	2	50.0	2	50.0
14 Mathematics	--	--	--	--
15 Science	--	--	--	--
16 History/Geog/Econ/Civics/Gov	--	--	--	--
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	1	100.0	1	100.0
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	--	--	--	--
29 Physical Education	--	--	--	--
30 Library/Media	--	--	--	--
31 TESOL	--	--	--	--
32 Special Education	2	100.0	2	100.0

33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	1	100.0	1	100.0
26 Eastern New Mexico University - ALP				
01 Basic Skills	19	100.0	19	100.0
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	11	90.9	12	91.7
04 Teacher Comp-Secondary	14	71.4	15	73.3
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	7	100.0	7	100.0
12 Language Arts	1	100.0	1	100.0
13 Reading	--	--	--	--
14 Mathematics	--	--	--	--
15 Science	2	0.0	2	0.0
16 History/Geog/Econ/Civics/Gov	1	0.0	1	0.0
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	--	--	--	--
21 Music	--	--	--	--
22 Visual Arts	--	--	--	--
23 Middle Level Language Arts	1	100.0	1	100.0
24 Middle Level Mathematics	1	100.0	1	100.0
25 Middle Level Science	--	--	--	--
26 ML Hist/Geog/Econ/Civics/Gov	1	0.0	1	0.0
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	6	100.0	6	100.0

33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
27 New Mexico State University - ALP				
01 Basic Skills	12	100.0	14	85.7
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	5	80.0	6	83.3
04 Teacher Comp-Secondary	8	87.5	9	77.8
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	1	100.0	1	100.0
12 Language Arts	1	100.0	1	100.0
13 Reading	--	--	--	--
14 Mathematics	2	100.0	3	100.0
15 Science	2	50.0	2	50.0
16 History/Geog/Econ/Civics/Gov	2	50.0	2	50.0
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	1	100.0	1	100.0
24 Middle Level Mathematics	3	66.7	3	66.7
25 Middle Level Science	--	--	--	--
26 ML Hist/Geog/Econ/Civics/Gov	--	--	--	--
27 Family and Consumer Sciences	3	66.7	3	66.7
28 Health Education	--	--	--	--
29 Physical Education	2	100.0	2	100.0
30 Library/Media	1	100.0	1	100.0
31 TESOL	1	0.0	1	0.0
32 Special Education	8	100.0	8	100.0

33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
28 Northern New Mexico College				
01 Basic Skills	26	88.5	29	89.7
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	19	89.5	21	90.5
04 Teacher Comp-Secondary	8	100.0	10	80.0
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	22	95.5	23	95.7
12 Language Arts	5	100.0	5	100.0
13 Reading	5	100.0	5	100.0
14 Mathematics	2	100.0	2	100.0
15 Science	1	100.0	1	100.0
16 History/Geog/Econ/Civics/Gov	1	0.0	2	0.0
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	1	100.0	1	100.0
21 Music	1	100.0	2	50.0
22 Visual Arts	2	100.0	2	100.0
23 Middle Level Language Arts	2	100.0	2	100.0
24 Middle Level Mathematics	1	0.0	1	0.0
25 Middle Level Science	--	--	--	--
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	100.0	1	100.0
30 Library/Media	--	--	--	--
31 TESOL	7	100.0	7	100.0
32 Special Education	6	100.0	6	100.0
33 Educational Diagnostician	--	--	--	--

34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
29 Santa Fe Community College				
01 Basic Skills	107	97.2	110	95.5
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	42	95.2	44	95.5
04 Teacher Comp-Secondary	26	92.3	28	92.9
05 Teacher Comp-Early Childhood	4	100.0	4	100.0
11 Elementary Education	35	100.0	38	97.4
12 Language Arts	6	100.0	6	100.0
13 Reading	2	100.0	2	100.0
14 Mathematics	5	60.0	5	60.0
15 Science	3	66.7	3	66.7
16 History/Geog/Econ/Civics/Gov	6	66.7	6	66.7
18 French	1	100.0	1	100.0
19 German	--	--	--	--
20 Spanish	--	--	--	--
21 Music	1	100.0	1	100.0
22 Visual Arts	4	100.0	4	100.0
23 Middle Level Language Arts	1	100.0	1	100.0
24 Middle Level Mathematics	3	100.0	4	100.0
25 Middle Level Science	--	--	--	--
26 ML Hist/Geog/Econ/Civics/Gov	1	100.0	1	100.0
27 Family and Consumer Sciences	1	100.0	1	100.0
28 Health Education	--	--	--	--
29 Physical Education	5	60.0	5	60.0
30 Library/Media	1	100.0	1	100.0
31 TESOL	1	100.0	1	100.0
32 Special Education	12	100.0	12	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--

35 Educational Administrator	--	--	--	--
31 San Juan College				
01 Basic Skills	44	88.6	45	88.9
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	2	100.0	3	66.7
04 Teacher Comp-Secondary	15	93.3	15	93.3
05 Teacher Comp-Early Childhood	0	--	1	0.0
11 Elementary Education	10	90.0	10	90.0
12 Language Arts	2	100.0	2	100.0
13 Reading	--	--	--	--
14 Mathematics	0	--	1	0.0
15 Science	2	50.0	2	50.0
16 History/Geog/Econ/Civics/Gov	1	100.0	3	33.3
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	--	--	--	--
21 Music	--	--	--	--
22 Visual Arts	--	--	--	--
23 Middle Level Language Arts	--	--	--	--
24 Middle Level Mathematics	1	0.0	2	0.0
25 Middle Level Science	1	0.0	1	100.0
26 ML Hist/Geog/Econ/Civics/Gov	--	--	--	--
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	--	--	--	--
29 Physical Education	2	50.0	2	50.0
30 Library/Media	--	--	--	--
31 TESOL	2	100.0	3	100.0
32 Special Education	7	100.0	7	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--

32 University of New Mexico-ALP				
01 Basic Skills	41	100.0	42	97.6
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	24	100.0	26	96.2
04 Teacher Comp-Secondary	7	100.0	7	100.0
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	22	95.5	22	95.5
12 Language Arts	1	100.0	1	100.0
13 Reading	--	--	--	--
14 Mathematics	3	66.7	3	66.7
15 Science	3	66.7	3	66.7
16 History/Geog/Econ/Civics/Gov	4	75.0	4	75.0
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	--	--	--	--
21 Music	--	--	--	--
22 Visual Arts	--	--	--	--
23 Middle Level Language Arts	1	100.0	1	100.0
24 Middle Level Mathematics	2	100.0	2	100.0
25 Middle Level Science	1	100.0	2	50.0
26 ML Hist/Geog/Econ/Civics/Gov	0	--	1	0.0
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	1	100.0	1	100.0
29 Physical Education	--	--	--	--
30 Library/Media	1	100.0	1	100.0
31 TESOL	3	100.0	3	100.0
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	20	95.0	21	95.2
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	4	100.0	5	100.0
04 Teacher Comp-Secondary	11	72.7	11	72.7
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	5	80.0	5	100.0
12 Language Arts	2	50.0	2	50.0
13 Reading	--	--	--	--
14 Mathematics	2	100.0	2	100.0
15 Science	2	100.0	2	100.0
16 History/Geog/Econ/Civics/Gov	1	100.0	1	100.0
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	--	--	--	--
21 Music	--	--	--	--
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	1	100.0	1	100.0
28 Health Education	2	100.0	2	100.0
29 Physical Education	2	50.0	2	50.0
30 Library/Media	--	--	--	--
31 TESOL	1	0.0	1	0.0
32 Special Education	4	100.0	4	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
34 Central New Mexico Community				

College				
01 Basic Skills	162	92.6	174	92.0
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	46	95.7	48	93.8
04 Teacher Comp-Secondary	47	93.6	48	95.8
05 Teacher Comp-Early Childhood	15	86.7	15	86.7
11 Elementary Education	53	100.0	54	100.0
12 Language Arts	10	100.0	10	100.0
13 Reading	4	100.0	4	100.0
14 Mathematics	19	73.7	21	81.0
15 Science	16	87.5	16	93.8
16 History/Geog/Econ/Civics/Gov	11	81.8	12	83.3
18 French	2	100.0	2	100.0
19 German	--	--	--	--
20 Spanish	2	100.0	2	100.0
21 Music	2	50.0	2	100.0
22 Visual Arts	3	100.0	3	100.0
23 Middle Level Language Arts	3	66.7	3	66.7
24 Middle Level Mathematics	7	85.7	7	85.7
25 Middle Level Science	2	100.0	2	100.0
26 ML Hist/Geog/Econ/Civics/Gov	1	100.0	1	100.0
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	2	100.0	2	100.0
29 Physical Education	1	100.0	1	100.0
30 Library/Media	2	50.0	3	66.7
31 TESOL	15	93.3	16	87.5
32 Special Education	33	100.0	33	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	1	100.0	1	100.0
37 Clovis Community College				

01 Basic Skills	8	75.0	9	77.8
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	6	100.0	6	100.0
04 Teacher Comp-Secondary	4	50.0	6	50.0
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	6	100.0	7	85.7
12 Language Arts	3	100.0	3	100.0
13 Reading	--	--	--	--
14 Mathematics	--	--	--	--
15 Science	1	100.0	2	50.0
16 History/Geog/Econ/Civics/Gov	2	50.0	4	75.0
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	--	--	--	--
28 Health Education	--	--	--	--
29 Physical Education	1	100.0	1	100.0
30 Library/Media	--	--	--	--
31 TESOL	0	--	1	100.0
32 Special Education	--	--	--	--
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
New Mexico Alt. Licensure Portfolio Route				

01 Basic Skills	19	94.7	22	95.5
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	7	85.7	7	85.7
04 Teacher Comp-Secondary	13	76.9	13	76.9
05 Teacher Comp-Early Childhood	--	--	--	--
11 Elementary Education	8	87.5	8	87.5
12 Language Arts	6	100.0	6	100.0
13 Reading	0	--	1	100.0
14 Mathematics	2	100.0	2	100.0
15 Science	2	100.0	2	100.0
16 History/Geog/Econ/Civics/Gov	2	50.0	2	100.0
18 French	--	--	--	--
19 German	--	--	--	--
20 Spanish	1	100.0	2	100.0
21 Music	2	100.0	3	66.7
22 Visual Arts	1	100.0	1	100.0
23 Middle Level Language Arts	2	50.0	2	100.0
24 Middle Level Mathematics	1	100.0	1	100.0
25 Middle Level Science	1	100.0	1	100.0
26 ML Hist/Geog/Econ/Civics/Gov	1	100.0	1	100.0
27 Family and Consumer Sciences	--	--	--	--
28 Health Education	--	--	--	--
29 Physical Education	1	100.0	1	100.0
30 Library/Media	--	--	--	--
31 TESOL	3	100.0	3	100.0
32 Special Education	3	100.0	3	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
New Mexico Alt. Licensure District Route				

01 Basic Skills	4	100.0	5	80.0
02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	--	--	--	--
04 Teacher Comp-Secondary	3	100.0	4	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	1	100.0	1	100.0
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	--	--	--	--
28 Health Education	--	--	--	--
29 Physical Education	--	--	--	--
30 Library/Media	--	--	--	--
31 TESOL	--	--	--	--
32 Special Education	3	100.0	3	100.0
33 Educational Diagnostician	--	--	--	--
34 School Counselor	--	--	--	--
35 Educational Administrator	--	--	--	--
Other/Not Currently Attending				
01 Basic Skills	351	87.2	406	81.8

02 General Knowledge	--	--	--	--
03 Teacher Comp-Elementary	105	79.0	131	74.0
04 Teacher Comp-Secondary	81	65.4	94	69.1
05 Teacher Comp-Early Childhood	24	54.2	34	50.0
11 Elementary Education	87	81.6	108	79.6
12 Language Arts	31	87.1	32	93.8
13 Reading	33	97.0	36	94.4
14 Mathematics	29	58.6	31	61.3
15 Science	25	56.0	29	65.5
16 History/Geog/Econ/Civics/Gov	31	71.0	34	67.6
18 French	--	--	--	--
19 German	2	100.0	2	100.0
20 Spanish	14	85.7	14	85.7
21 Music	6	83.3	6	83.3
22 Visual Arts	14	92.9	16	93.8
23 Middle Level Language Arts	11	100.0	11	100.0
24 Middle Level Mathematics	41	70.7	42	71.4
25 Middle Level Science	13	69.2	13	69.2
26 ML Hist/Geog/Econ/Civics/Gov	9	77.8	10	80.0
27 Family and Consumer Sciences	7	100.0	9	100.0
28 Health Education	14	92.9	14	100.0
29 Physical Education	34	79.4	36	83.3
30 Library/Media	6	33.3	10	70.0
31 TESOL	68	85.3	76	81.6
32 Special Education	37	97.3	38	94.7
33 Educational Diagnostician	5	100.0	5	100.0
34 School Counselor	63	82.5	63	84.1
35 Educational Administrator	56	98.2	58	96.6

Notes:

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

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

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

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

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

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

**Summary Table 5
2008-2009 Academic Year**

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

Institution	Math (A)	Science (B)	Technology (C)	Special Education (D)
Research Universities				
NM State University	24	21	24	23
University of NM	23	17	N/A	53
Comprehensive Colleges and Universities				
Eastern NM University	3	2	1	4
NM Highlands University	0	0	N/A	37
NM Institute Mining & Technology	1	1	N/A	0
Northern NM College	0	0	N/A	0
Western NM University	7	8	N/A	16
Community Colleges				
Central NM Community College	6	7	N/A	12
San Juan College	5	2	N/A	
Sante Fe Community College	2	4	N/A	6
Private Colleges and Universities				
University of the Southwest	1	1	NA	6
Wayland Baptist University	0	1	NA	NA
University of Phoenix				
State Total	72	64	25	157

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

Source: Institutions

**Summary Table 6
Degrees Granted for Initial Licensure
2008-2009 Academic Year**

	ECE or ECME		ELED		SED		PTE/CTTE	SPED		K-12		COUN	EDAD
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)					
	UG	G	UG	G	UG	G	UG	UG	G	UG	G	G	G
Research Universities													
NMSU	23	4	158	7	30	13		7	12	36	14	8	14
UNM	38	51	191	33	47	15		18	35	14	8	20	8
Comprehensive Colleges and Universities													
ENMU	14	NA	50	NA	8	NA	19	4	NA	6	NA	13	6
NMHU	7	0	67	0	0	0		10	27	0	0	34	30
NMT	0	0	0	0	0	0		0	0	0	0	0	0
NNMC	NA	NA	14	NA	NA	NA		NA		NA		NA	NA
WNMU	1	0	15	14	8	15	1	2	12	0	17	14	25
Community Colleges													
CNM	Not Available*												
SJC													
SFCC													
Private Colleges and Universities													
USW	6	NA	18	NA	5	NA		1	NA	2	NA	8	9
WBU	NA	NA	1	8	NA	2		NA	NA	NA	NA	NA	2
UP													
Licensure Area Total	89	55	500	62	98	45	20	42	86	58	39	97	94

Notes:

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

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

Institution	Column A Number of Title II Or Program Completers 2007-2008 Academic Year (Standard & Alternative Teachers License)	Column B Number of New Teachers (Level 1) Hired By New Mexico School Districts 2008-2009 (Standard + Alternative Teachers License)	Column C Percentage of Title II Or Program Completers Hired By New Mexico School Districts: 2009
Research Universities			
NM State University	350		
University of NM	443		
Comprehensive Universities and Colleges			
Eastern NM University	121		
Highlands University	Not Reported		
NM Institute Mining & Technology	4		
Northern NM College	33		
Western NM University	98		
Community Colleges			
Central NM Community College	22		
San Juan College	32		
Santa Fe Community College	61		
Private Universities and Colleges			
University of the Southwest	36		
Wayland Baptist University	Not Reported		
University of Phoenix			

Notes:

Column B and C not reported due to undecipherable data from STARS.

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
2009-2010 Licensure Program
SCH, Revenue, Expenditures, Instructional Compensation,
Expenditures per Student Credit Hour, and Percent of Instructional Support/Instructional Revenue

Institution	2009-2010 Total Unrestricted SCH (A)	Instructional Support Expenditures (including fringe benefits) (B)	Full-Time Instructional Compensation		Expenditures per SCH (with fringe benefits) (E)	% Inst Supp/Inst Revenue (F)
			Minimum (C)	Maximum (D)		
Research Universities						
NM State University	431,101.18	110,872,109			257.18	97.9
<i>College/Education Program</i>	48,649.89	12,806,841	53,000	83,907	263.25	81.6
<i>Initial Licensure Programs</i>	25,297.94	6,533,846			258.28	98.2
University of NM	645,624	165,111,033			255.74	98
<i>College/Education Program</i>	71,677	16,145,434	43,608	132,092	225.25	85.6
<i>Initial Licensure Programs</i>	32,359	7,617,483			235.40	92.1
Comprehensive Universities and Colleges						
Eastern NM University	107,265	21,899,241			204	103
<i>College/Education Program</i>	28,830	3,970,741	61,759	99,517	138	59
<i>Initial Licensure Programs</i>	11,531	2,064,785			179	57
NM Highlands University	79,015	30,694,555			236	
<i>College/Education Program</i>	20,962	8,441,547	59,400	85,825	122	
<i>Initial Licensure Programs</i>	8160	3,286,170			122	
NM Institute Mining & Technology	44,755	18,261.082			408	96
<i>College/Education</i>	80	71,299	50,968	50,968	89	

<i>Program</i>						
<i>Initial Licensure Programs</i>	80	71,299			90	365.8
Northern NM College	42,616	12,699,729			298.00	56.4*
<i>College/Education Program</i>	2,184	460,210	58,950	72,050	210.72	108.3
<i>Initial Licensure Programs</i>	2,126	447,968			210.71	109.9
Western NM University	71,859	13,445,458			187.10	97
<i>College/Education Program</i>	6968	1,771,701	44,264	63,367	254.26	75
<i>Initial Licensure Programs</i>	5414	1,376,577			254.26	85
Community Colleges						
Central NM Community College	560,129	60,068,521			107.27	87
<i>College/Education Program</i>	11,988	723,126	57,273	60,433	60.32	48
<i>Initial Licensure Programs</i>	4,059	324,241			79.88	52
San Juan College	158,551	23,588,257			148.77	110
<i>College/Education Program</i>	14,526	208,137	46,690	84,821	14.33	7
<i>Initial Licensure Programs</i>	675	9,672			14.33	12
Sante Fe Comm College	91,316.8	26,884,880			294.41	96.4
<i>College/Education</i>	3,306	382,324	60,475	65,410	115.64	87%
<i>Initial Licensure Programs</i>	2,656	Not Reported			Not Reported	73.7%
Private Universities and Colleges						
University of the Southwest	Private Institution NA					
<i>College/Education Program</i>						
<i>Initial Licensure Programs</i>						
Waylands Baptist University	Private Institution NA					
<i>College/Education Program</i>						
<i>Initial Licensure Programs</i>						
Univ. of Phoenix	Private Institution NA					
<i>College/Education Program</i>						

<i>Initial Licensure Programs</i>						
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Note:
*The EARS 2010 writing group lacks confidence in this data.