



*New Mexico
Higher Education Department
Helping Students Succeed*



Educator Accountability Reporting System (EARS)

for the Annual Year 2012–2013

November 1, 2014

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Cabinet Secretary
Public Education Department

Dr. José Z. Garcia
Cabinet Secretary
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The State of New Mexico

Educator Accountability Reporting System 2014 Annual Report November 2014

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Notes

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

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Executive Summary

The Educator Accountability Reporting System (EARS) is required by New Mexico statute and examines the teacher preparation programs of the research universities, comprehensive universities and colleges, community colleges, and the private universities and colleges across the state. This specific report targets the 2012–2013 academic year which includes the summer of 2012.

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

A key revision in the 2014 EARS finance template was completed by the finance officer for the UNM College of Education. This revision reflects the EARS legislation, SB 123 that states, “the annual educator accountability report shall also include itemized information on program revenues and expenditures, including staff salaries and benefits, and the operational cost per credit hour.” Representatives from NMSU, ENHU, CNM, as well as UNM, have had input into the making of this template. Institutional researchers, budget officers, and COE personnel all participated in the creation of this new template. Thank you to these institutions and individuals for their time and expertise in helping us to create the template and populate it with finance data.

The New Mexico 2014 EARS report provides an integrated framework for guiding the effective preparation of educators throughout this state.

Introduction

As required by state statute, the New Mexico Public Education Department (PED) must report annually using the Educator Accountability Reporting System (EARS) which measures how well the public post-secondary teacher and administrator preparation programs are performing their duties to develop effective educators (teachers, counselors, and administrators) in the state of New Mexico. New Mexico American Association of Colleges of Teacher Education (NMAACTE) was formed by the deans and directors of the teacher preparation programs in New Mexico to gather and report this annual data.

The statute requires that the data from EARS is logged into the PED department's student teacher accountability reporting system (STARS). The data process in STARS is being restructured to deliver the most meaningful and succinct report that includes every statutory requirement.

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

- 1) Preparing highly effective educators
- 2) Connecting curriculum and learning experiences to the needs of schools
- 3) Hiring terminally-degreed faculty who have public school experience
- 4) Remaining active in service and research in the PreK–20 culture¹

In the late 1880's—when New Mexico was still a territory, public and private four-year institutions were preparing teachers. Since 2003, New Mexico community colleges have partnered with the four-year institutions to support teacher preparation. In order to ensure effective educator preparation programs, all institutions must maintain a competency-driven, national, standards-based curriculum through joint New Mexico-NCATE accreditations or through the National Council for Accreditation of Teacher Education (NCATE) partnership with the PED.²

The intent of this report is to fulfill the following:

- Meet the EARS statutory requirement
- Connect to PreK–12 PED data to reinforce a seamless PreK–20 reporting system³
- Honor the different missions of community colleges, comprehensive institutions, and research institutions⁴
- Include all initial (including alternative) and advanced licensure programs⁵
- When available, each annual EARS report will encompass data from the previous summer, fall, and spring.⁶

By following the design outline provided in statute, this version of the 2014 EARS encompasses a portion of data that has not previously been collected by the public post-secondary teacher and administrator preparation programs. The institutions cited are committed to providing the most current and accurate data available.

¹ EARS Report 2011.

² Ibid.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

⁶ Ibid.

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

22-10A-19.2. Educator accountability report.

A. The department shall:

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

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

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

(c) the higher education department;

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

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

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

(5) issue an annual statewide educator accountability report.

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

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

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

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

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

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

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

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

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

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

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

(1) increasing student achievement for all students;

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

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

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

(5) increasing the percentage of elementary school classes taught by teachers who demonstrate by means of a high level of performance in core academic subject areas their mastery of the state academic content and performance standards; and

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

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

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

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

Statutory Report Detailed Requirements

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

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

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

The education and scientific community has a duty to provide a critical review of the evaluation methods used and insist that conclusions reached as a result of the "conversation" on teacher education accountability are based on valid data."⁷

"Pre-service teacher preparation programs have long struggled with the best way to prepare future teachers with the skills, information, and professionalism that they need to become effective teachers. Over the years, a variety of approaches and program designs have been created and implemented, touted as "the one." However, no specific curricular design has emerged as the single best way to prepare future teachers. Darling-Hammond *et al.* (2005) suggest that there may not be one best way to design teacher preparation programs, but rather some critical elements common to successful program designs that contribute to the effective professional preparation of teachers. These critical elements include student teaching and field experiences, portfolios and performance assessments, case studies, action research, analyses of teaching and learning, and autobiographies. Although these recurrent pedagogies represent progress in the overall design of teacher preparation programs, the ways in which specific focus areas within professional preparation curricula are incorporated are less widely studied and addressed. One of these specialized areas critical to pre-service teacher preparation is educational technology."⁸

⁷ Education Week, Defining Teacher-Prep Accountability, Gerardo M. Gonzalez, March 2014

⁸ International Journal of Education and Practice, 2014, 2(7): 147-158 [http://www.pakinsight.com/pdf-files/IJEP-2014-2\(7\)-147-158.pdf](http://www.pakinsight.com/pdf-files/IJEP-2014-2(7)-147-158.pdf)

1. The standards for entering and exiting the program

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

Institutions	Transcript	Fingerprint Check	Background Check	Minimum # of courses— credits—semester hours completed	Minimum GPA	Minimum GPA in content area coursework	Minimum GPA in professional education coursework	Minimum ACT score	Minimum SAT score	Minimum basic skills test score	Subject area—academic content test or other subject matter verification	Recommendation(s)	Essay or personal statement	Interview	Other	Other Explanation	Median GPA of individuals accepted AY 2011–12
Research Universities																	
NM State University	UG	UG	UG	UG	UG=2.5	UG=C				UG	UG	UG	UG		UG	Application, experience in a classroom or working with children, resume, community service requirement.	3.34
		PG	PG	PG	PG=3.0	PG=B				PG	PG	PG	PG				3.72
University of NM	UG	UG		UG	UG=2.75	UG				UG		UG	UG				3.2
	PG	PG		PG	PG=3.0	PG				PG		PG	PG	PG			3.8
Comprehensive Universities and Colleges																	
Eastern NM University	UG	UG	UG	UG	UG=2.8	UG=2.8				UG							3.255
	PG			PG	PG=3.0	PG=3.0					PG	PG					3.185
NM Highlands	UG	UG	UG	UG	UG=2.75	UG=2.75	UG			UG	UG	UG	UG			Pre-requisites—Introduction to Teaching, Introduction to Special Education, English 112, and all math requirements are required before admission to the School of Education. Teacher dispositions survey is required.	3.68
	PG	PG	PG	PG	PG=3.0	PG=3.0	PG			PG	PG	PG	PG				3.92
NM Tech	UG	UG	UG	UG	UG=2.5	UG=2.5							UG	UG			
Northern NMC	UG	UG	UG	UG	UG=2.5 ¹	UG=2.0 ²				UG		UG	UG	UG			3.34
	PG	PG	PG									PG	PG	PG			3.55
Western NM	UG	UG	UG	UG	UG=2.5	UG				UG		UG	UG				3.25
	PG	PG	PG		PG=3.0	PG				PG	PG	PG	PG				3.73
¹ COE requirement ² NNMC requirement C or better																	

Institutions	Transcript	Fingerprint Check	Background Check	Minimum # of courses—credits—semester hours completed	Minimum GPA	Minimum GPA in content area coursework	Minimum GPA in professional education coursework	Minimum ACT score	Minimum SAT score	Minimum basic skills test score	Subject area—academic content test or other subject matter verification	Recommendation(s)	Essay or personal statement	Interview	Other	Other Explanation	Median GPA of individuals accepted AY 2012–13
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Note: The community college programs presented below are Alternative Licensure Post Bachelor of Arts.

Community Colleges

Central NM CC	PG			PG	PG=3.0	PG=3.0				PG	PG		PG			1	3.29
NM Junior College	PG	PG	PG	PG						PG				PG			3.13
San Juan College	PG	PG	PG	PG	PG	PG				PG			PG			Must have completed a BA/BS program and provide us with proof of such. We do not require a GPA because if they have a baccalaureate degree, their institution of graduation would have set that standard.	
Santa Fe CC	PG	PG	PG		PG=2.5					PG	PG	PG					

Private Universities and Colleges

University of Phoenix—NM	UG			UG	UG=2.5					UG						2	
	PG			PG	PG=2.5					PG							
University of the SW	UG			UG	UG=2.5	UG		UG	UG	UG		UG	UG			PG Other—Bachelor degree or higher	
	PG			PG	PG=3.0	PG				PG		PG	PG	PG			
Wayland Baptist	UG	UG	UG	UG	UG=2.7					UG		UG	UG				
	PG	PG	PG	PG	PG=3.0	PG				PG		PG	PG				3.62

¹In order to be accepted to the CNM Alternative Licensure Program during the 2012–2013 year, students must submit official transcripts documenting that they have completed at least a bachelor's degree and meet the credit hours required by the licensure area that they are pursuing. The application includes essays, GPA and documentation of experience in a K–12 setting. Students will be given preference points on the application if they are pursuing licensure in a high need area (math, science, special education, and bilingual elementary). If a candidate has a confirmed job offer from a local school or district conditional on being accepted to the program, those candidates are accepted "provisionally" until they can meet the testing requirements for full admission. "We calculate a student's GPA using their highest degree earned." **Students complete a background check and basic skills exam during their first semester in the program.

²Undergraduate degree students are required to complete 78 hours in general education areas approved by the university prior to entering their "core" education program. Fifteen of those hours are required to be in selected content areas (English language arts, mathematics, or social science). A minimum GPA of C- is required for transfer credits into the general education areas. A minimum GPA of 2.5 is required for entrance into Level II Candidacy. A 2.5 GPA in an undergraduate degree is required for post graduate program entrance. A minimum of 3.0 is required for entrance into Level II Candidacy.

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

Institutions	Transcript	Fingerprint Check	Background Check	Minimum # of courses—credits—semester hours completed	Minimum GPA	Minimum GPA in content area coursework	Minimum GPA in professional education coursework	Minimum ACT score	Minimum SAT score	Minimum basic skills test score	Subject area—academic content test or other subject matter verification	Recommendation(s)	Essay or personal statement	Interview	Other	Other Explanation	Median GPA of individuals completing the program AY 2012–13
Research Universities																	
NM State University	UG			UG	UG=2.5	UG=C				UG	UG	UG	UG		UG	3	3.34
	PG			PG	PG=3.0	PG=B				PG	PG	PG	PG				
University of NM	UG	UG	UG	UG	UG	UG=2.5				UG		UG					3.6
	PG	PG	PG	PG	PG	PG=3.0				PG	PG						
Comprehensive Universities and Colleges																	
Eastern NM University	UG	UG	UG	UG	UG=2.8	UG=2.8				UG	UG		UG	UG			3.282
	PG	PG	PG	PG	PG=3.0	PG=3.0				PG	PG	PG	PG				
NM Highlands	UG	UG	UG	UG	UG=2.75	UG2.75				UG	UG	UG				4	3.72
	PG	PG	PG	PG	PG=3.0	PG=3.0				PG	PG	PG					
NM Tech	UG	UG	UG	UG	UG	UG				UG	UG	UG	UG	UG			
Northern NMC	UG			UG	UG=2.5 ¹	UG=2.0 ²					UG	UG		UG			3.34
	PG			PG	PG					PG	PG						
Western NM	UG	UG	UG	UG	UG=2.75	UG				UG	UG	UG	UG		UG	Professional Behaviors and Dispositions	3.25
	PG	PG	PG	PG	PG=3.0	PG				PG	PG	PG	PG		PG		
Community Colleges																	
Central NM CC	PG	PG	PG	PG	PG=3.5	PG=3.5				PG	PG		PG			5	3.93
NM Junior College	PG			PG	PG=3.0	PG=3.0				PG				PG			3.88
San Juan College		PG	PG	PG	PG=2.0	PG=2.0				PG						6	3.32
Santa Fe CC	PG	PG	PG	PG	PG=3.0					PG	PG						
¹ COE requirement ² NNMC requirement C or better ³ Successful completion of Comprehensive Exam, Student Teaching, B or better in all Education courses. ⁴ Professional Portfolio submitted electronically. Also required are cooperating-teacher evaluations, a dispositions survey of the teacher candidate, and a student-completed report card of the School of Education. ⁵ In order to exit the program, students must have a program GPA of 3.5, pass the NM Content Assessment in their licensure area, demonstrate proficiency of the NM Teacher Competencies in the final course, must have supervised field experience, and write an exit essay based on the Core Values Program Assessment. ⁶ Students are not allowed to enroll in their final field experience class unless they have passed the Teacher Competency Exam for their intended area of certification: elementary, secondary, or special education. Because we only have an Alternative Licensure Program, the question below is somewhat confusing. Everyone who graduates from our college must have a GPA of 2.0 and this would apply to the certificate issued to these AP students. However, this is not a post-graduate program in the sense of a masters' degree.																	

Institutions	Transcript	Fingerprint Check	Background Check	Minimum # of courses— credits—semester hours completed	Minimum GPA	Minimum GPA in content area coursework	Minimum GPA in professional education coursework	Minimum ACT score	Minimum SAT score	Minimum basic skills test score	Subject area—academic content test or other subject matter verification	Recommendation(s)	Essay or personal statement	Interview	Other	Other Explanation	Median GPA of individuals completing the program AY 2012–13
Private Universities and Colleges																	
University of Phoenix—NM	UG	UG		UG	UG=2.5	UG				UG	UG					2	
	PG	PG		PG	PG=2.5	PG				PG	PG						
University of the SW		UG	UG	UG	UG=2.5	UG				UG	UG	UG					
				PG	PG=3.0	PG				PG	PG						
Wayland Baptist	UG	UG	UG	UG	UG=2.7	UG=2.7				UG	UG		UG	UG		Professional Portfolio	
	PG	PG	PG	PG	PG=3.0	PG=3.0				PG	PG		PG	PG			
<p>² Undergraduate degree students are required to complete 78 hours in general education areas approved by the university prior to entering their “core” education program. Fifteen of those hours are required to be in selected content areas (English language arts, mathematics, or social science). A minimum GPA of C- is required for transfer credits into the general education areas. A minimum GPA of 2.5 is required for entrance into Level II Candidacy. A 2.5 GPA in an undergraduate degree is required for postgraduate program entrance. A minimum of 3.0 is required for entrance into Level II Candidacy.</p>																	

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

Institutions	Supervised Clinical Experience in the Academic Year 2012–2013			
	Field Experience Contact Hours Required—Pre-student teaching contact hours required	Student Teaching Hours Required	Total Hours (field experience and student teaching)	Administrator Internship Hours Required
Research Universities				
NM State University	290	562.5	852.5	240
University of NM	282	455	737	200
Comprehensive Universities and Colleges				
Eastern NM University	196	595	791	240
NM Highlands	100	96	196	200
NM Tech	100	80	180	NA
Northern NMC	152.5	600	752.5	NA
Western NM	144	680	824	180
Community Colleges				
Central NM CC	30 (average)	160 minimum	190 (average)	NA
NM Junior College	0	240	240	NA
San Juan College	45	105	150	NA
Santa Fe CC	45	150	195	NA
Private Universities and Colleges				
University of Phoenix—NM	100	560	660	NA
University of the SW	90	490	580	180
Wayland Baptist	62	560	622	180
NA=Not Applicable				

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

Number and Percentage of Students Needing Developmental Course Work Upon Entering the Program in the Academic Year 2012–2013		
Institutions	Number of Students Needing Developmental Course Work Upon Entering the Program	Percent of Students Needing Developmental Course Work Upon Entering the Program
Research Universities		
NM State University	87	52.73
University of NM	0	0
Comprehensive Universities and Colleges		
Eastern NM University	0	0
NM Highlands	0	0
NM Tech	0	0
Northern NMC	0	0
Western NM	0	0
Community Colleges		
Central NM CC	0	0
NM Junior College	NA	NA
San Juan College	0	0
Santa Fe CC	NA	NA
Private Universities and Colleges		
University of Phoenix—NM	0	0
University of the SW	0	0
Wayland Baptist	NA	NA

4. The number and percentage of students completing each program

Academic Year 2012–2013						
Institutions	Number of Students Completing Teacher Education—Special Education	Percent (%) of Students Completing Teacher Education—Special Education	Number of Students Completing Teacher Education—Elementary Education	Percent (%) of Students Completing Teacher Education—Elementary Education	Number of Students Completing Teacher Education—Secondary Education	Percent (%) of Students Completing Teacher Education—Secondary Education
Research Universities						
NM State University	TP=21 AP=14	TP=10.9 AP=7.3	TP=70 AP=1	TP=36.5 AP=5	TP=32 AP=4	TP=16.7 AP=2.1
University of NM	TP=42 AP=10	TP=13.95 AP=9.62	TP=196 AP=55	TP=65.12 AP=52.88	TP=43 AP=39	TP=14.29 AP=37.5
Comprehensive Universities and Colleges						
Eastern NM University	TP=8	TP=	TP=30		TP=19	
NM Highlands	TP=25	TP=100	TP=37	TP=12	TP=12	TP=100%
NM Tech	TP=0	TP=0	TP=0	TP=0	TP=2	TP=100%
Northern NMC	TP=0 AP=2	TP=0 AP=25 (2/8)	TP=15 AP=2	TP=17 (15/89) AP=17 (2/12)	TP=0 AP=8	TP=8 AP=33 (8/24)
Western NM	TP=6 AP=2	TP=13 AP=50	TP=16 AP=1	TP=34 AP=25	TP=13 AP=1	TP=28 AP=25
Community Colleges						
Central NM CC	31	37	32	38.5	34	41
NM Junior College	NA	NA	TP=NA AP=13	TP=NA AP=57	NA	NA
San Juan College	AP=10	AP=6.3	AP=20	AP=31	AP=33	AP=51
Santa Fe CC	TP=1	TP=2	TP=4	TP=10	TP=6	TP=15%
Private Universities and Colleges						
University of Phoenix—NM	TP=9	TP=13	TP=58	TP=87		
University of the SW	10	32	13	42	8	26
Wayland Baptist	TP=3		TP=7		TP=6	

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

The chart below provides a summary of the number of students who completed the teacher preparation program during AYs 2009–2010, 2010–2011, 2011–2012, and 2012–2013. Charts on the following two pages provide a summary of the number and types of degrees received by students upon program completion during the AY 2012–2013.

Institutions	Teacher Preparation Program Completers			
	2012–2013	2011–2012	2010–2011	2009–2010
Research Universities				
NM State University	TP=173 AP=19 Total=192	320	283	294
University of NM	TP=301 AP=104 Total=405	276	343	379
Comprehensive Universities and Colleges				
Eastern NM University	TP=75 AP=22 Total=97	127	97	86
NM Highlands	TP=70 Total=70	87	99	108
NM Tech		1		
Northern NMC	TP=12 AP=12 Total=24	22	26	36
Western NM	TP=47 AP=4 Total=51	62 Traditional Program 7 Alternative Program	119 Traditional Program 8 Alternative Program	108 Traditional Program 7 Alternative Program
Community Colleges				
Central NM CC	AP=83 Total=83	119	128	102
NM Junior College	AP=13 Total=13			
San Juan College	AP=31 Total=31	21	22	17
Santa Fe CC	AP=63 Total=63	95	56	36
Private Universities and Colleges				
University of Phoenix—NM	TP=67 Total=67	64	44	57
University of the SW	TP=39 Total=39	25	23	21
Wayland Baptist	TP=16 Total=16	19	11	12

Institutions	Teachers Prepared by Subject Area 2012–2013																				
	General Education—Multiple levels	Elementary Education	Junior High—Intermediate—Middle School Education	Secondary Education	Agriculture	Art	Bilingual, Multilingual, and Multicultural Education	Biology	Business	Chemistry	Computer Science	Drama and Dance	Earth Science	Early Childhood	English as a Second Language	English Language Arts	Foreign Language	French	German	Latin	Spanish
Research Universities																					
NM State University		71		36	15	1		2					24		1	3					3
University of NM		TP=196 AP=55				14		2				1	32		15						5
Comprehensive Universities and Colleges																					
Eastern NM University		43			1								12		4						
NM Highlands		37		12			1	2					11	4	2						
NM Tech																					
Northern NMC		9		5																	
Western NM		16		11			7							7	7						
Community Colleges—Alternative Licensure																					
Central NM CC		32		34		2		1					1		16	1					
NM Junior College		13																			
San Juan College	31	15		11																	1
Santa Fe CC						1		2							3						
Private Universities and Colleges																					
University of Phoenix—NM		58																			
University of the SW		4											4								
Wayland Baptist		7		6					1						3						
Totals	31	556	0	115	16	18	8	4	5	1	0	0	1	84	11	51	4	0	0	0	9

Institutions	Teachers Prepared by Subject Area 2011–2012																		
	Geography	Health	History	Home Economics— Family and Consumer Sciences	Industrial Arts— Technology Teacher Education	Mathematics	Music	Multiple Levels	Physical Education Coaching	Physics	Psychology	Reading	Science Teacher General Science	Social Science	Social Studies	Special Education	Speech	Technical Education	Other
Research Universities																			
NM State University			3	3		5	13					1			35	2			
University of NM		1				4	11	30	5					14	TP=42 AP=10				
Comprehensive Universities and Colleges																			
Eastern NM University			4			6	9		2				1		17				
NM Highlands			1			2		25	4						25				
NM Tech																			
Northern NMC						1						3			1				1 ¹
Western NM						4			1		4	2	3					1	
Community Colleges																			
Central NM CC		1				2			2			2		8				1	
NM Junior College																			
San Juan College						1									8				
Santa Fe CC	1			1		1			1										
Private Universities and Colleges																			
University of Phoenix—NM															9				
University of the SW						4		1	1						1				
Wayland Baptist			1										1		4				
Totals	1	2	9	4	0	30	33	56	16	0	0	4	8	5	22	152	2	2	11
¹ TESOL																			

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

Institutions	Number and Percentage of Students Who Pass the New Mexico Teacher Assessments for Initial Licensure on the First Attempt —All Program Completers—Summary Rates 2012–2013			Number and Percentage of Students Who Pass the New Mexico Administrator Assessments for Initial Licensure on the First Attempt —All Program Completers—Summary Rates 2012–2013		
	Number Taking Tests	Number Passing Tests	Pass Rate %	Number Taking Tests	Number Passing Tests	Pass Rate %
NOTE: This data was taken from Title II Report, Section III. Summary pass rates were used by the institutions to complete this chart.						
Research Universities						
NM State University	131	118	90	24	23	96
University of NM	317	301	95	14	14	100
Comprehensive Universities and Colleges						
Eastern NM University	76	76	100	24	24	100
NM Highlands	70—No access to first attempt information	64—No access to first attempt information	91—No access to first attempt information	56—No access to first attempt information	54—No access to first attempt information	98—No access to first attempt information
NM Tech						
Northern NMC	18	18	100	NA*	NA	NA
Western NM Summary Data	71	67	94	3	3	100
Community Colleges						
Central NM CC	72	68	94	NA	NA	NA
NM Junior College	13	12	92			
San Juan College	31	31	100	NA	NA	NA
Santa Fe CC	63	60	97	NA	NA	NA
Private Universities and Colleges						
University of Phoenix—NM	67	54	80.5			
University of the SW	5	5	100	3	3	100
Wayland Baptist	14	13	93	7	7	100
*Not Applicable						

7. A description of each program's placement practices

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

Institutions		Program Placement Practices for the Academic Year 2012–2013
Research Universities		
NM State University	Link →	http://college.education.nmsu.edu/files/2014/04/Indicator-Table-8-Placement-Practices.pdf
University of NM	Link →	2012–2013 UNM Placement Practices (pdf): http://coe.unm.edu/administration/accountability.html
Comprehensive Universities and Colleges		
Eastern NM University	Link →	http://education.enmu.edu/partners/tep/student-teaching.shtml
NM Highlands	Link →	<p>http://its.nmhu.edu/www/onlinedocs/index.html#found (Educational Leadership internship policies are found here.) http://its.nmhu.edu/www/onlinedocs/index.html#found (Type in "cooperating" and placement policy link will be provided. Also, see below)</p> <p>Student Placement. Student placement of a prospective teacher in a school is a cooperative decision between the prospective student teacher, university personnel, and school district officials. Students must keep in mind that they are guests in the schools and that school officials may terminate their field experience at any time. A school official does not have to demonstrate a cause or provide a justification for termination of the field experience. In addition, NMHU has no obligation to provide another placement for the student. The university supervisor and the director/coordinator of field experiences decide on appropriate action for that semester. In the case of a withdrawal, the university has no further obligation to provide the student teacher with a chance to complete the field experience sequence. The student is required to reapply and, if approved, accept the conditions determined by the School of Education. Any practicum or field-based I, II, or III student/intern may be terminated or removed from his/her experiences for any violation of the Code of Ethics of the Education Profession (NM State Board of Education Regulation No. 93-16).</p> <p>Selection of Cooperating Teachers. The cooperating teachers for the field experience sequence are suggested by student teachers, selected and assigned by district administrators, and approved by the School of Education. The cooperating teacher should be one who: • Has a minimum of three years classroom experience, holding at least a Level II state of New Mexico teaching license. • Has shown consistent success in teaching. • Receives the professional respect of colleagues. • Manifests an interest in the advancement of the teaching profession through a willingness to assist in the preparation of prospective teachers. • Has a sincere interest and desire to guide the pre-service teacher to a successful completion of his/her field experience. • Has a thorough knowledge of his/her teaching field(s) and is experienced in using a variety of teaching methods. • Is flexible enough to allow the prospective teacher to try a variety of methods and materials, even if those may differ from ones commonly used? • Is a lifelong learner, endeavoring always to improve his/her own competency? • Knows how to work effectively with prospective teachers in the classroom and is able to train the pre-service teacher.</p>
NM Tech	Link →	
Northern NMC	NA	The selection, preparation, and assignment of candidates consist of a collaborative effort among the COE and the school administration to incorporate opportunities for ongoing reflection and analysis of teaching, learning, and student development through the supervision of qualified mentors. The field-based clinical education integrates theory and practice and educated candidates in the methodologies, practices and procedures of standards.

Comprehensive Universities and Colleges continued

Western NM	NA	<p>Foundation: complete field experience request, submitting background clearance/fingerprinting and travel request form. The information is then submitted to the school districts and a tentative schedule is developed providing students' with observation experiences across the K–12 system. Students complete observations, totaling 24 hours, with a minimum of 5 different placements.</p> <p>Application: complete field experience request, requesting specific sites if applicable and submitting travel request form. The information is then submitted to the school districts and a tentative placement is made in coordination between the director of field experience and the district/school administration. Students must contact the principal and the principal will assign the student to a specific teacher. Students complete two placements of 60 field hours each totaling—120 hours. During each field placement that student teaches a minimum of three lessons and work to support the teacher in the classroom. Co-teaching opportunities are encouraged.</p> <p>Capstone: complete practice teaching request, requesting specific sites if applicable and submitting travel request form, resume, <i>Why Teach</i> response, and transcripts (GPA above 2.75). The director of field experience meets with superintendents to secure a placement. Students contact the clinical faculty member assigned to them before the end of the previous semester. These students/practice teachers work in the classroom for 17 weeks, for a total of 680 hours. For a minimum of four weeks they are to be the lead in the classroom. Practice teachers work as co-teacher during the entire experience, limiting observation time and spending the majority of the time actually working with students.</p>
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Community Colleges—Alternative Licensure

Central NM CC	NA	<p>While in the program, students complete field-based assignments and observations in the schools. Placements are found through program contacts with schools, CNM faculty, and the director of education programs. Many of our students are already teaching on an intern license, are already working in the schools, and use their school as a placement site.</p> <p>Supervised Field Experience—In the final course, Supervised Field Experience (SFE), students are either teachers of record teaching in their own classroom or are placed in a classroom with a mentor teacher. Students are placed with a mentor teacher approved by the school administrator with a minimum of a Level II license and/or more than 5 years of teaching experience. The student is placed with a mentor teacher licensed in the same content area as is the student/practice teacher. The student teaches the content in which he/she is qualified to teach and in which he/she has passed the NMTA Content Exam. Students are only eligible to participate in SFE with a program GPA of 3.5.</p>
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Institutions		Program Placement Practices for the Academic Year 2012–2013
Community Colleges—Alternative Licensure		
NM Junior College	NA	Students in the Alternative Licensure for Elementary Education Program are usually referred to us by the local school districts. Therefore, our students are hired by the local school districts after they receive an acceptance letter from our institution. We have not had to place any student into a job.
San Juan College	Link →	In order to be in our program, Alternative Licensure Students (ALP) are hired by local school districts according to the HR practices in the district. San Juan College does not participate in those hiring practices. ALP students do their field experience while in those placements. Once they graduate, they also find their own further employment which we have not been tracking.
Santa Fe CC	Link →	Please find below: 1) Link to the Application for Supervised Field Experience: http://www.sfcc.edu/files/ED/ApplicationEDUC214FieldExperience2014.pdf 2) Link to Supervised Field Experience Handbook, detailing placement practices: http://www.sfcc.edu/files/ED/SupFieldExpHandbookSFCC.pdf
Private Universities and Colleges		
University of Phoenix—NM	Link →	<p>Field Experience—Before undergraduate and graduate College of Education students from University of Phoenix (UOPX), are allowed to conduct field experiences in K–12 classrooms, they must meet the following requirements: be admitted to the university; possess an enrollment verification letter; provide proof of passing scores on Basic Skill NMTA Test—starting in January of 2015—the NES Academic Skills Test; and successfully undergo an approved NMPED background check, including fingerprint clearance. UOPX students must meet any additional local district requirements as mandated by the Memorandum of Understanding (MOU) a Field Experience Request, or Site Approval and Agreement Form. College of Education students are provided with a list of approved sites for their observations. The campus college chairperson or online supervisor monitors students' progress in completing their required 100 hours of classroom field experiences. Students who do not complete 100 hours of field experience are not eligible to enroll in the student teaching practicums.</p> <p>Student Teaching—Before undergraduate and graduate College of Education students from UOPX, are placed into their student teaching practicum they must meet the following requirements: provide proof of a passing score on Basic Skills NMTA test and NMTA Content Exam (Starting in January 2015 the required equivalent NES tests); document the completion of 100 hours field experience verified by COE administrators; and have completed all program progression requirements. In addition, candidates are approved for student teaching eligibility through review of compliance measures via e-portfolio.</p> <p>The campus college chairperson, lead faculty chair, or online supervisor secures student teaching applications from students and uses that information to meet with the campus administrators to discuss placement. This facilitator ensures that each placement is approved by the school principal of the placement location and that a verification of an Affiliation Agreement or an MOU with the school or district exists. The cooperating teachers' teaching credentials are also verified at this time. An email confirmation is sent to the students notifying each of their location, grade level, and cooperating teacher and faculty supervisors assignments.</p>
University of the SW	Link →	The University of the Southwest collaborates with Hobbs Municipal Schools in placing teachers in the appropriate classrooms.
Wayland Baptist	Link →	Student teachers/clinical teachers are placed with a cooperating teacher who has a current level II or level III license and a minimum of five years of teaching experience. Student teachers are required to pass the NMTA licensure exams for the subject area.

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

The data below was provided by STARS and includes the date teachers, counselors, and administrators were issued their licenses.

Institutions	Teacher Preparation Program Academic Year 2012–2013	
	Number of Students Hired by New Mexico School Districts	Percentage of Students Hired by New Mexico School Districts
Research Universities		
NM State University	166	14.1%
University of NM	144	12.2%
Comprehensive Universities and Colleges		
Eastern NM University	80	6.8%
NM Highlands	62	5.3%
NM Tech	2	0.2%
Northern NMC	3	0.3%
Western NM	28	2.4%
Community Colleges²		
Central NM CC	0	0.1%
NM Junior College	0	0.1%
San Juan College	¹	¹
Santa Fe CC	1	0.1%
Private Universities and Colleges		
University of Phoenix—NM	8	0.7%
University of the SW	14	1.2%
Wayland Baptist	¹	¹
¹ Data not available		
² The community college programs are post BA programs, and are not typically listed as the highest degree earned in the STARS data. Therefore, this data does not represent the number of alternative licensure students hired by New Mexico school districts.		

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

Institutions		Evaluation Plan Summary for the Academic Year 2012–2013				
Does the IHE have an Evaluation Plan? If so, please provide the link to the plan. Does it include the objectives and measures listed in statute and on the next two pages?						
Research Universities						
NM State University	✓	Yes	Link to Plan→	http://college.education.nmsu.edu/files/2014/04/Evaluation-Plan.pdf		Our Evaluation Plan is in development.
University of NM	✓	Yes	Link to Plan→	2012–2013 Educator Accountability Reporting System (EARS) Evaluation Plan (pdf): http://coe.unm.edu/administration/accountability.html		Our Evaluation Plan is in development.
Comprehensive Universities and Colleges						
Eastern NM University	✓	Yes	Link to Plan→	http://education.enmu.edu/teacherprep-eval.shtml		Our Evaluation Plan is in development.
NM Highlands	✓	Yes	Link to Plan→	Dr. Chris Nelson can be contacted at: nelson_chris@nmhu.edu		Our Evaluation Plan is in development.
NM Tech		Yes	Link to Plan→			Our Evaluation Plan is in development.
Northern NMC	✓	Yes	Link to Plan→	Dr. Joaquin S. Vilá, Dean College of Education Northern New Mexico College Española, New Mexico 87532		Our Evaluation Plan is in development.
Western NM	✓	Yes	Link to Plan→	Dr. Barbara Taylor WNMU School of Education Barbara.taylor@wnmu.edu 575-538-6416		Our Evaluation Plan is in development.
Community Colleges—Alternative Licensure						
Central NM CC	✓	Yes	Link to Plan→	Document available upon request—Contact: Catron Allred email: callred2@cnm.edu		Our Evaluation Plan is in development.
NM Junior College	✓	Yes	Link to Plan→	NMJC Strategic Plan 2010–2016— http://www.nmjc.edu/assets/documents/Approved%20NMJC%20Strategic%20Plan%202010-2016.pdf Student Success Management Plan— http://www.nmjc.edu/assets/documents/Student%20Success%20Management%20Plan.pdf		

Community Colleges—Alternative Licensure (continued)

San Juan College	✓	Yes	Link to Plan→	<p>We participate in AQIP. Our AQIP report can be found at: http://www.sanjuacollege.edu/pages/6241.asp In addition, the Teacher Education Program participated in our institutional program review and that can be found at link: https://mysjc.sanjuacollege.edu/committees/programreview/_layouts/PowerPoint.aspx?PowerPointView=ReadingView&PresentationId=/committees/programreview/Shared%20Documents/Cohort%203/Reporting/Final%20Presentations/FINAL%20Teacher%20Education%20%20ALP%20Program%20Review%20Presentation.pptx&Source=https%3A%2F%2Fmysjc%2Eсанjuacollege%2Eedu%2Fcommittees%2Fprogramreview%2FShared%2520Documents%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fcommittees%252Fprogramreview%252FShared%2520Documents%252FCohort%25203%252FReporting%252FFinal%2520Presentations%26FolderCTID%3D0x012000CDBA7723B1125847B25117A28A6CA8E1%26View%3D%7B519E948C%2DAAFE%2D4B46%2DB52A%2D47C9362997EE%7D&DefaultItemOpen=1</p>	Our Evaluation Plan is in development.
Santa Fe CC		Yes	Link to Plan→		Our Evaluation Plan is in development.

Institutions	Evaluation Plan Summary for the Academic Year 2012–2013					
Private Universities and Colleges						
University of Phoenix—NM	✓	Yes	Link to Plan→	<p>The UOPX has an Office of Assessment which sets standards for university, program, site, and student evaluation. Within these standards, the College of Education establishes program and student assessment requirements and has established student benchmark assignments/assessments. Data is collected and analyzed for the purpose of improving student and program outcomes.</p> <p>In compliance with the Office of Assessment and College of Education Assessment standards, each local campus developed an evaluation plan based on the needs of their students and programs. Please contact Dee Cramer (Santa Teresa Campus) at Delila.Cramer@phoenix.edu or Becky Kappus (Albuquerque Campus) at Becky.Kappus@phoenix.edu for access to their plans.</p>	X	Our Evaluation Plan is in development.
University of the SW	✓	Yes	Link to Plan→	<p>Julie Hillard jhillard@usw.edu 575-392-6564</p>		Our Evaluation Plan is in development.
Wayland Baptist	✓	Yes	Link to Plan→	<p>Document available upon request—Dr. Jim Todd email: toddj@wbu.edu</p>		Our Evaluation Plan is in development

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

Evaluation Plan Program Goals for the Academic Year 2012–2013													
Institution ↓	Goals →	1) Increasing student achievement for all students				2) Increasing teacher and administrator retention, particularly in the first three years of a teacher's or administrator's career				3) Increasing the percentage of students who pass the New Mexico teacher or administrator assessments for initial licensure on the first attempt			
		Objectives		Measures		Objectives		Measures		Objectives		Measures	
Evaluation Plan includes the following→													
Research Universities													
NM State University		✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
University of NM		✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
Comprehensive Universities and Colleges													
Eastern NM University		✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
NM Highlands		✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
NM Tech			Yes		Yes		Yes		Yes		Yes		Yes
Northern NMC		✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
Western NM		✓	Yes	✓	Yes		Yes		Yes	✓	Yes	✓	Yes
Community Colleges—Alternative Licensure													
Central NM CC		✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
NM Junior College		✓	Yes	✓	Yes		Yes	✓	Yes	✓	Yes	✓	Yes
San Juan College		✓	Yes	✓	Yes		Yes		Yes	✓	Yes	✓	Yes
Santa Fe CC			Yes		Yes		Yes		Yes		Yes		Yes
Private Universities and Colleges													
University of Phoenix		✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
University of the SW		✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
Wayland Baptist		✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes

Evaluation Plan Program Elements for the Academic Year 2012–2013												
Institutions	4) Increasing the percentage of secondary school classes taught in core academic subject areas by teachers who demonstrate by means of rigorous content area assessments a high level of subject area mastery and a thorough knowledge of the state's academic content and performance standards				5) Increasing the percentage of elementary school classes taught by teachers who demonstrate by means of a high level of performance in core academic subject areas their mastery of the state academic content and performance standards				6) Increasing the number of teachers trained in math, science and technology			
	Evaluation Plan includes the following→	Objectives		Measures		Objectives		Measures		Objectives		Measures
Research University												
NM State University	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
University of NM	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
Comprehensive Universities and Colleges												
Eastern NM University	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
NM Highlands	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
NM Tech		Yes		Yes		Yes		Yes		Yes		Yes
Northern NMC	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
Western NM	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
Community Colleges—Alternative Licensure Programs												
Central NM CC	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
NM Junior College		Yes		Yes		Yes		Yes		Yes		Yes
San Juan College		Yes		Yes		Yes		Yes		Yes		Yes
Santa Fe CC		Yes		Yes		Yes		Yes		Yes		Yes
Private Universities and Colleges												
University of Phoenix		Yes		Yes	✓	Yes	✓	Yes		Yes		Yes
University of the SW	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes
Wayland Baptist	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes	✓	Yes

D3. Title II: Enrollment and Demographic information for AY 2012–2013

Institutions	Enrollment			Ethnicity	Race					
	Total number of students enrolled in 2012–2013	Unduplicated # of males enrolled	Unduplicated # of females enrolled	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
Research University										
NM State University	487	130	357	265	8	2	8	0	175	3
University of NM	TP=960 AP=261	TP=194 AP=53	TP=766 AP=208	TP=380 AP=54	TP=108 AP=14	TP=14 AP=9	TP=16 AP=3	TP=1 AP=0	TP=405 AP=170	TP=11 AP=2
Comprehensive Universities and Colleges										
Eastern NM University	367	81	287	131	10	2	6	0	218	0
NM Highlands										
NM Tech										
Northern NMC	TP=89 AP=44 Total=133	TP=18 AP=11 Total=29	TP=71 AP=33 Total=104	TP=70 AP=16 Total=86	TP=5 AP=1 Total=6	TP=3 Total=3	TP=2 Total=2	0	TP=9 AP=25 Total=34	AP=2 Total=2
Western NM	105	25	80	40	8	2	0	0	51	1
Community Colleges—Alternative Licensure Programs										
Central NM CC	264	86	178	63	16	4	13	0	148	12
NM Junior College	39	8	31	9	0	0	1	1	27	0
San Juan College	43	30	13	2	4	0	1	0	36	NA
Santa Fe CC	317	113	204	45	2	1	2	0	67	
Private Universities and Colleges										
University of Phoenix	287	54	233	230	3	0	4	0	50	0
University of the SW	1030	323	707	263	9	14	230	6	388	0
Wayland Baptist	50	10	40	12	NA	NA	4	NA	34	NA

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

Research Universities
2014 EARS Finance Spreadsheet
College of Education Initial Licensure Programs
Based on 2012–2013 Expenditures and Student Credit Hours
New Mexico State University, Las Cruces

Program	Estimated Revenues	Expenditures				Total Expenditures	Total	Total
		Faculty	Staff	Benefits	Other		Annual SCH	\$/SCH
Curriculum and Instruction	\$5,861,526	\$2,152,900	\$952,470	\$993,718	\$367,964	\$4,467,052	14,273.0	\$312.97
Educational Management and Development	\$3,241,586	\$643,951	\$303,081	\$303,050	\$64,208	\$1,314,290	4,944.0	\$265.84
Special Education/ Communication Disorders	\$2,043,230	\$1,012,016	\$296,622	\$418,764	\$124,147	\$1,851,549	7,903.0	\$234.28
Total for Licensure Departments	\$11,146,342	\$3,808,867	\$1,552,173	\$1,715,533	\$556,319	\$7,632,892	27,120.0	\$281.45

Notes:

Estimated revenues: based upon SCH/tuition rates and averaged funding formula rate; they are not an indicator of I&G allocation received by the academic unit

Staff expenditures include professional salaries, support staff salaries, GATA salaries, student salaries, federal and state work-study salaries, and any other salaries

Benefits are calculated as 32 percent of all salaries

Other expenditures include fringe benefits (where provided), travel, and other supplies and expenses.

"Unrestricted" expenditures only; "restricted" expenditures have been excluded.

SCH is based upon "completed" SCH for Summer 2012 through Spring 2013 for all courses taught in these programs; "completed" SCH counts all grades received except for "W" and no grades.

2014 EARS Finance Spreadsheet
College of Education Initial Licensure Programs
Based on 2012–2013 Expenditures and Student Credit Hours
University of New Mexico, Albuquerque

Program	Estimated Revenues	Expenditures					Total	Total
		Faculty	Staff	Fringe	Other	Total	Annual SCH	\$/SCH
Art Education	145,658.16	225,000.00	65,409.49	84,218.75	11,922.16	386,550.39	355	1,153.88
Counselor Education	678,492.15	382,068.00	182,672.66	163,774.79	30,412.97	758,928.42	1,477	513.83
Early Childhood Multicultural Education	974,499.25	281,536.55	121,781.77	116,962.31	20,275.31	540,555.95	2,329	232.10
Educational Leadership	501,174.63	903,517.00	96,356.16	289,963.22	46,901.19	1,336,737.57	1,091	1,255.24
Elementary Education	4,828,549.44	1,081,503.00	264,168.49	390,244.73	47,680.44	1,783,596.67	11,244	158.63
Health Education	412,289.44	272,857.00	123,321.59	114,891.79	17,299.49	528,369.87	960	550.39
Physical Education	785,519.84	286,156.00	123,321.59	118,748.50	17,299.49	545,525.58	1,829	298.26
Secondary Education	1,770,978.42	341,160.04	102,732.19	128,728.75	18,542.40	591,163.37	4,124	143.35
Special Education	1,867,233.30	977,752.29	327,047.43	378,391.92	59,610.78	1,742,802.43	4,241	410.94
Total	11,964,394.63	4,751,549.88	1,406,811.37	1,785,924.76	269,944.23	8,214,230.25	27,650.00	4,716.62

Notes:

"Unrestricted" expenditures only; "restricted" expenditures have been excluded.

Estimated revenues: based upon SCH/tuition rates and averaged funding formula rate; they are not an indicator of I&G allocation received by the academic unit

Staff expenditures include professional salaries, support staff salaries, GATA salaries, student salaries, federal and state work-study salaries, and any other salaries

Benefits are calculated as 29 percent of all salaries

Other expenditures include fringe benefits (where provided), travel, and other supplies and expenses.

SCH is based upon "completed" SCH for Summer 2012 through Spring 2013 for all courses taught in these programs; "completed" SCH counts all grades received except for "W" and no grades.

Comprehensive Universities and Colleges

2014 EARS Finance Spreadsheet College of Education Initial Licensure Programs Based on 2012–2013 Expenditures and Student Credit Hours *Eastern New Mexico University*

Program	Estimated Revenues	Expenditures					Total	Total
		Faculty	Staff	Fringe	Other	Total Expenditures	Annual SCH	\$/SCH
Curriculum and Instruction (Teacher Ed and TESOL)	\$1,730,744.27	\$846,829.47	\$209,490.20	\$131,951.31	\$63,649.50	\$1,251,920.48	5,577	224.48
Educational Studies	\$1,673,239.26	\$768,531.45	\$12,821.05	\$178,161.48	\$17,670.24	\$977,184.22	5,494	177.86
Family Consumer Science and Ag	\$1,528,775.24	\$421,166.60	\$23,135.30	\$128,363.69	\$13,861.48	\$586,526.66	5,189	113.03
HPE	\$1,636,719.29	\$498,245.23	\$156,577.27	\$162,116.11	\$11,435.52	\$828,374.13	5,530	149.80
Total	\$6,569,478.06	\$2,534,772.75	\$402,023.82	\$472,228.90	\$106,616.74	\$3,644,005.49	21,790.00	\$665.17

Notes:

"Unrestricted" expenditures only; "restricted" expenditures have been excluded.

Estimated revenues: based upon SCH/tuition rates and averaged funding formula rate; they are not an indicator of I&G allocation received by the academic unit

Staff expenditures include professional salaries, support staff salaries, GATA salaries, student salaries, federal and state work-study salaries, and any other salaries

Fringe benefits are actuals

Other expenditures: supplies and expenses and travel

SCH is based upon "completed" SCH for Summer 2012 through Spring 2013 for all courses taught in these programs; "completed" SCH counts all grades received except for "W" and no grades.

2014 EARS Finance Spreadsheet College of Education Initial Licensure Programs Based on 2012–2013 Expenditures and Student Credit Hours *New Mexico Highlands University*

Program	Estimated Revenues	Expenditures					Total	Total
		Faculty	Staff	Fringe	Other	Total Expenditures	Annual SCH	\$/SCH

2014 EARS Finance Spreadsheet
 College of Education Initial Licensure Programs
 Based on 2012–2013 Expenditures and Student Credit Hours
New Mexico Institute of Mining and Technology

Program	Estimated Revenues	Expenditures					Total	Total
		Faculty	Staff	Fringe	Other	Total Expenditures	Annual SCH	\$/SCH

2014 EARS Finance Spreadsheet
 College of Education Initial Licensure Programs
 Based on 2012–2013 Expenditures and Student Credit Hours
Northern New Mexico College, Espanola

Program	Estimated Revenues	Expenditures					Total	Total
		Faculty	Staff	Fringe	Other	Total Expenditures	Annual SCH	\$/SCH
Elementary Education	\$ 289,637.40	\$ 48,465.51	\$ 29,626.27	\$ 22,909.26	\$ 10,249.68	\$ 111,250.72	710	\$ 156.69
Alternative Licensure	\$ 159,504.54	\$ 48,465.51	\$ 29,626.27	\$ 22,909.26	\$ 10,249.68	\$ 111,250.72	391	\$ 284.53
Total	\$ 449,141.94	\$ 96,931.02	\$ 59,252.54	\$ 45,818.52	\$ 20,499.36	\$ 222,501.44	1,101	\$ 441.22

2014 EARS Finance Spreadsheet
 College of Education Initial Licensure Programs
 Based on 2012–2013 Expenditures and Student Credit Hours
Western New Mexico University

Program	Estimated Revenues	Expenditures					Total	Total
		Faculty	Staff	Fringe	Other	Total Expenditures	Annual SCH	\$/SCH
Bilingual Education	\$66,616.44	\$152,407.25	\$6,568.83	\$46,103.06	\$5,421.52	\$210,500.66	459.00	\$458.61
Early Childhood	\$75,496.06	\$119,964.60	\$5,170.18	\$36,289.09	\$4,267.16	\$165,691.03	538.00	\$307.98
Educational Leadership	\$97,873.92	\$151,762.64	\$6,542.99	\$45,908.63	\$5,400.20	\$209,614.46	648.00	\$323.48
Education ¹	\$211,406.14	\$261,703.17	\$11,281.41	\$79,165.53	\$9,311.00	\$361,461.11	1,446.00	\$249.97
Instructional Tech and Design	\$14,499.84	\$5,775.00	\$247.25	\$1,746.45	\$204.06	\$7,972.76	96.00	\$83.05
Reading	\$84,760.68	\$70,793.77	\$3,051.92	\$21,415.25	\$2,518.87	\$97,779.81	573.00	\$170.65
Special Education	\$60,060.78	\$55,365.44	\$2,387.65	\$16,748.40	\$1,970.63	\$76,472.12	411.00	\$186.06
Career and Technical Education	\$2,100.30	\$4,360.00	\$188.20	\$1,318.98	\$155.33	\$6,022.51	15.00	\$401.50
Physical Education	\$93,524.28	\$34,022.72	\$1,465.07	\$10,291.46	\$1,209.18	\$46,988.43	664.00	\$70.77
Total	\$706,338.44	\$856,154.59	\$36,903.50	\$258,986.85	\$30,457.95	\$1,182,502.89	4,850.00	\$2,252.06

Notes:

¹Please note that Education is elementary and secondary combined.

Community Colleges—Alternative Licensure Programs

2014 EARS Finance Spreadsheet
 College of Education Initial Licensure Programs
 Based on 2012–2013 Expenditures and Student Credit Hours
Central New Mexico Community College, Albuquerque

Program	Estimated Revenues	Expenditures					Total	Total
		Faculty	Staff	Benefits	Other	Total Expenditures	Annual SCH	\$/SCH
College of Ed Initial Licensure	\$217,785	\$162,546	\$70,615	\$74,612	\$10,812	\$318,585	2,616	\$121.78

- Notes:
- 1) Staff expenditures include professional salaries, support staff salaries, GA/TA salaries, student salaries, federal and state work-study salaries, and any other salaries
 - 2) Benefits are calculated at 32percent of all salaries
 - 3) Other expenditures include travel and other supplies and expenses
 - 4) "Unrestricted" expenditures only; "restricted" expenditures have been excluded.
 - 5) SCH is based upon "completed" SCH for Summer 2012 through Spring 2013 for all courses taught in these programs; "completed" SCH counts all grades received except for "W" and no grades.

2014 EARS Finance Spreadsheet
 College of Education Initial Licensure Programs
 Based on 2012–2013 Expenditures and Student Credit Hours
New Mexico Junior College

Program	Estimated Revenues	Expenditures					Total	Total
		Faculty	Staff	Fringe	Other	Total Expenditures	Annual SCH	\$/SCH
Elementary Education	33,956.00	57,875.00	16,893.00	20,902.00	10,833.00	106,503.00	653	163.10

2014 EARS Finance Spreadsheet
 College of Education Initial Licensure Programs
 Based on 2012–2013 Expenditures and Student Credit Hours
San Juan College

Program	Estimated Revenues	Expenditures					Total	Total
		Faculty	Staff	Benefits	Other	Total Expenditures	Annual SCH	\$/SCH

Notes:

2014 EARS Finance Spreadsheet
 College of Education Initial Licensure Programs
 Based on 2012–2013 Expenditures and Student Credit Hours
Santa Fe Community College

Program	Estimated Revenues	Expenditures				Total Expenditures	Total	Total
		Faculty	Staff	Benefits	Other		Annual SCH	\$/SCH

Notes:

Private Universities and Colleges

University of Phoenix

The University of Phoenix, as a private institution, does not receive New Mexico state funding. Therefore, this section is not applicable.

University of the SouthWest

The University of the SouthWest, as a private institution, does not receive New Mexico state funding. Therefore, this section is not applicable.

Wayland Baptist

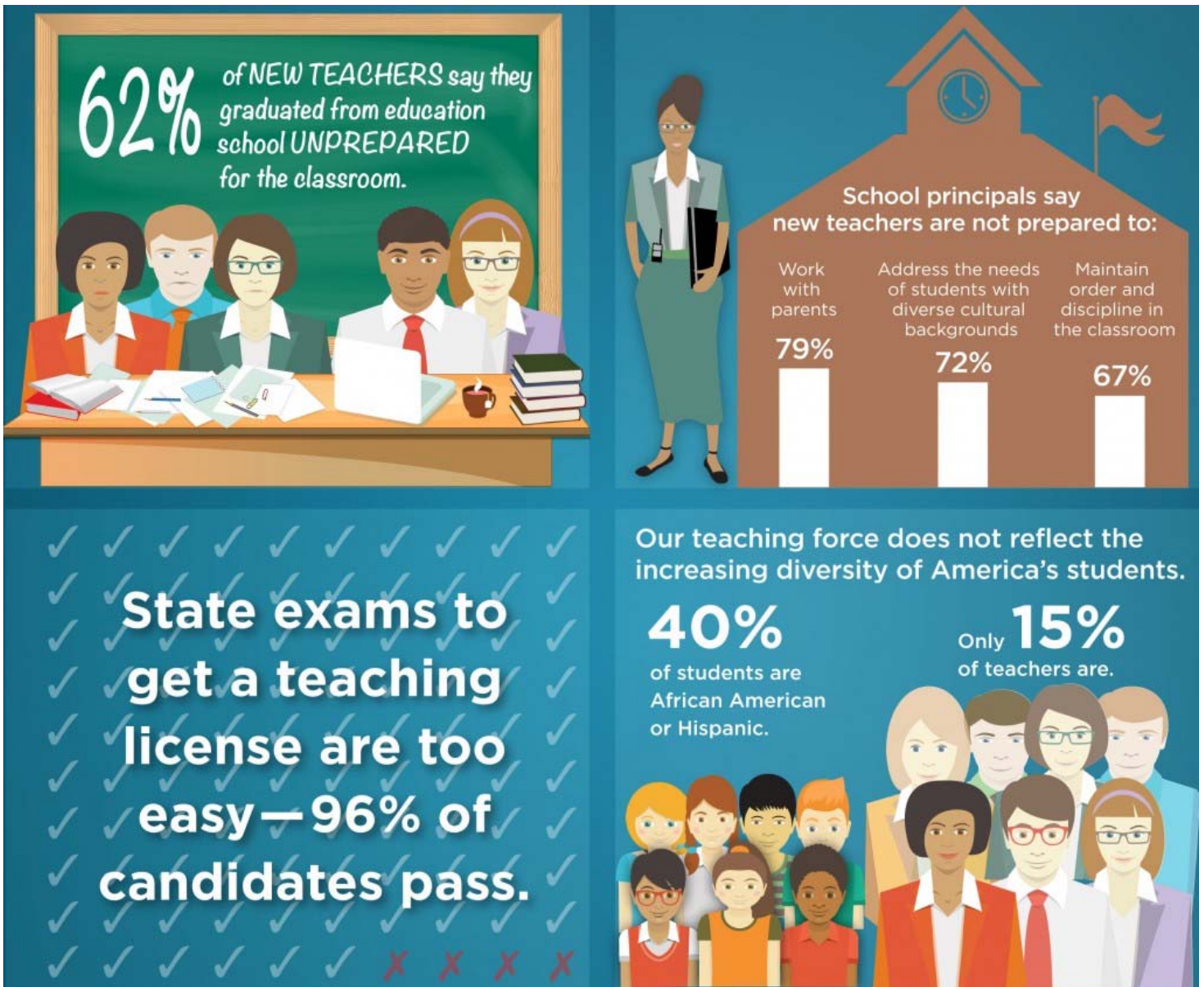
Wayland Baptist, as a private institution, does not receive New Mexico state funding. Therefore, this section is not applicable.

Trends

The U.S. Department of Education has identified the following trends and formulated plans to revise teacher preparation.

“Taking Action to Improve Teacher Preparation

Recruiting, preparing, developing and supporting great teachers have a direct impact on the learning and success of America’s students. Research confirms that the most important in-school factor in a student’s success is a strong teacher, and excellent teachers are especially important for our neediest students. However, the vast majority of new teachers—almost two-thirds—report that their teacher preparation program left them unprepared for the realities of the classroom....



The Administration's plans will:

- Build on state systems and efforts and the progress in the field to encourage all states to develop their own meaningful systems to identify high- and low-performing teacher preparation programs across all kinds of programs, not just those based in colleges and universities.
- Ask states to move away from current input-focused reporting requirements, streamline the current data requirements, incorporate more meaningful outcomes, and improve the availability of relevant information on teacher preparation.
- Rely on state-developed program ratings of preparation programs—in part—to determine program eligibility for TEACH grants, which are available to students who are planning to become teachers in a high-need field in a low-income school, to ensure that these limited federal dollars support high-quality teacher education and preparation.

These critical changes will help to increase recognition for high-performing teacher preparation programs, and create a much-needed feedback loop to provide information to prospective teachers, schools and districts, and the general public, and drive improvement across programs."⁹

"Educators want to lead the transformation and rebuilding of teaching so that our work improves students' lives and restores pride in our profession.

Teachers welcome this transformation. Neither students nor teachers are served by a structure that treats some teachers like interchangeable cogs in a machine. We long to lead our own profession because when we drive our craft, we will see huge shifts in the responsibility, leadership, pay and respect....What would teachers do if they ran the schools? We would *raise the bar* for membership in our profession, recruiting the best candidates and insisting that *teacher preparation programs become more rigorous and relevant.*"¹⁰

⁹ <http://www.ed.gov/blog/2014/04/taking-action-to-improve-teacher-preparation/>

¹⁰ <http://www.ed.gov/blog/tag/teacher-prep/>

Conclusion

The development and advancement of New Mexico educators, as discussed above, are created by and carried through the culture formed within our teacher preparation institutions. This culture shapes a specific set of ideas, practices, customs, and beliefs that together cultivate and nurture our future New Mexican educators and determines their effectiveness in educating our students. The annual EARS report assists New Mexico education institutions in reviewing their practices with regard to the following:

- 1) Preparing highly effective educators
- 2) Connecting curriculum and learning experiences to the needs of schools
- 3) Hiring terminally-degreed faculty who have public school experience
- 4) Remaining active in service and research in the PreK–20 culture¹¹

¹¹ EARS Report 2011.
Educator Accountability Reporting System (EARS) AY 2012–2013

Glossary and Acronyms

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

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