

# 2015 EPP Annual Report

<b>CAEP ID:</b>	10790	<b>AACTE SID:</b>	3370
<b>Institution:</b>	New Mexico State University		
<b>Unit:</b>	College of Education		

## Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

In AIMS, the following information is current and accurate...

	Agree	Disagree
Contact person	<input checked="" type="radio"/>	<input type="radio"/>
EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
Program listings	<input checked="" type="radio"/>	<input type="radio"/>

## Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2013-2014 ?

Enter a numeric value for each textbox.

Number of completers in programs leading to initial teacher certification or licensure

Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 332

## Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

## Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

same as in 2014 report:

<http://college.education.nmsu.edu/education-front-page/college-overview/102-2/>

## Section 5. Candidate and Program Measures

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

### CAEP's 8 Reporting Measures

- |   |   |
|---|---|
| 5.1 Impact on P-12 learning and development   | 5.5 Indicators of teaching effectiveness  |
| 5.2 Results of completer surveys  | 5.6 Results of employer surveys, and including retention and employment milestones        |
| 5.3 Graduation rates  | 5.7 Ability of completers to be hired in education positions for which they have prepared |
| 5.4 Ability of completers to meet licensing (certification) and any additional state requirements | 5.8 Student loan default rates and other consumer information                             |

Yes, a program or programs leading to initial teacher certification is currently being offered.

5.1 Impact on P-12 learning and development. **Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.**

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

#### 5.1.1 Candidate performance during pre-service

Unit and lesson plans	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-post tests of student learning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos of candidate instruction	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Candidate reflection	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys of P-12 students on candidate performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
State-adopted assessment(s) (specify) changed from NMTA assessments to 23 National Evaluation System (NES) assessments, but we still use 7 of the NMTA tests	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
State-designed assessment(s) (specify) New Mexico Teacher Assessments for Basic Skills, Content and Competency	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPP-designed assessment(s) (specify) Lesson planning; candidate observations; mentor teacher evaluations; surveys; Evidence of Student Learning Report	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

#### 5.1.2 Completer performance during in-service

Student achievement and/or learning models (e.g., value-added modeling)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

5.2 Results of completer surveys. *Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.*

5.2.1. If "Disagree", go to 5.3

	Agree	Disagree
Completer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

- The completer provides summary ratings of the EPP and its programs.
- The completer provides responses to open-ended questions about the EPP.
- The completer provides a response to questions about their preparation in at least one of the following areas:
  - Content knowledge
  - Instruction and pedagogical content knowledge
  - Teaching diverse P-12 students
  - Teaching P-12 students with diverse needs
  - Classroom management
  - Alignment of teaching with state standards
  - Family and community engagement
  - Assessment of P-12 student learning
  - Other (Specify)

analyze & utilize student learning data to facilitate needed change; knowledge & understanding of concepts in discipline; working with students with disabilities; integrating technology; integrating & critically analyzing subject matter; reflection, modif

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- At the end of the program
- Between the end of the program and one year after program completion
- Between one and two years after program completion
- Between two and three years after program completion
- Between three and four years after program completion
- More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	250	43
Individual program	<input checked="" type="radio"/>	<input type="radio"/>		
Institution or organization	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>

A measure with a representative sample (demonstrates typical completer responses)



Inclusive of stakeholder interests



A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)



5.2.6 The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.



5.3 Graduation rates. *Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2014.*

Enter a numeric value for each textbox.

	Academic year a candidate was first enrolled				
	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	188	176	135	181	198
Progress in AY 2013-2014. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for a initial teacher certification or licensure during AY 2013-2014	0	127	44	8	0
<i>Example: If 15 candidates were recommended an initial teacher certification in AY 2013-2014, the numbers across the row should sum to 15 (2+10+0+2+1).</i>	2 <i>Two candidates (who first enrolled in AY 2013-2014) were recommended for an initial teacher certification.</i>	10 <i>10 candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i>	0 <i>Zero candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i>	2 <i>Two candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i>	1 <i>One candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i>
Number of candidates/completers who were <b>not</b> recommended for an initial teacher certification or licensure...	0				
Continued in a program	0				

Been counseled out of a program	0
Withdrawn from a program	0

5.4 Ability of completers to meet licensing (certification) and any additional state requirements. *Report information on candidate performance on state licensure tests for initial teacher certification or licensure.*

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score* (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2012-2013	193	0.76	178	92.23	
All program completers, 2011-2012	177	0.79	152	85.9	

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	<input checked="" type="radio"/>	<input type="radio"/>
Actionable (provides specific guidance for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.  Agree  Disagree

5.5 Indicators of teaching effectiveness. *Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure*

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

Completer performance during in-service

Surveys of P-12 students on completer performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
School district-level teacher evaluation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Employer observations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Employer surveys	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPP-designed case study	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPP is in the process of developing an MOU with the state to collect school district data & employer observations			

5.6 Results of employer surveys, including retention and employment milestones. *Report information on the availability of employer satisfaction data for completers employed by school districts.*

5.6.1 If "Disagree", go to 5.7

	Agree	Disagree
Employer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

5.6.2 Which of the following descriptions characterize the employer survey(s) available? (Check all that apply.)

- The employer provides overall summary ratings of the completer.
- The employer provides responses to open-ended questions about the completer.
- The employer provides a response to questions about the completer's preparation in at least one of the following areas:
  - Collaboration with school-based colleagues and staff
  - Alignment of teaching with state standards
  - Family and community engagement
  - Content/subject matter
  - Instructional and pedagogical content knowledge
  - Development of a safe learning environment
  - Assessment of P-12 student learning
  - Teaching P-12 students with diverse needs
  - Teaching diverse P-12 students
  - Other (Specify)  
 classroom management & organization; working with students with disabilities; integrating technology; integrating subject areas

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	240	25
Institution or Organization	<input checked="" type="radio"/>	<input type="radio"/>		
School District	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Accreditation agency	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

5.6.4 The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about employer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical employer responses)	<input checked="" type="radio"/>	<input type="radio"/>
Inclusive of stakeholder interests	<input checked="" type="radio"/>	<input type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>

5.6.5 The EPP can demonstrate that it has made modifications in its preparation  Agree  Disagree

based on employer survey results.

5.7 Ability of completers to be hired in education positions for which they have prepared. *Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.*

5.7.1 If "Disagree", then go to 5.8

	Agree	Disagree
The EPP has attempted to collect data on the employment status of completers.	<input checked="" type="radio"/>	<input type="radio"/>

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- Completer survey
- Employer survey
- Institutional or organizational department (e.g., Alumni Office) (specify)  
**Career Placement Office**
- Collaboration with other EPPs
- Collaboration with school districts
- Collaboration with state education departments
- Contracted a consultant or organization
- Other (specify)

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

- Low response rates
- Inaccurate reporting of employment status
- Maintaining current candidate records
- Privacy issues
- Insufficient resources
- Other (specify)  
**EPP is in the process of developing an MOU with the state to collect school district data & employer observations**

5.7.4 If "Disagree", then go to 5.8

	Agree	Disagree
The EPP has access to information on the employment status of completers	<input checked="" type="radio"/>	<input type="radio"/>

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

- Self-report from the completer
- Third party:
  - School district
  - State department (specify)
- Other (specify)

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2013-2014.

		Number of completers with each employment status					
		Employed	Employed	Enrolled	Employed	Not	Employment

Year of program completion	Total number of completers	in a position for which they were prepared	in an education position outside of their preparation	in higher education	outside of the education field	employed	status unknown
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
AY 2013-2014	188	27	5	0	0	0	156

Example: If 60 candidates completed their program in AY 2013-2014, the numbers across the row should sum to 60 (17+9+8+4+2+20)

60	17	9	0	4	2	20
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5.8 Student loan default rates and other consumer information. *Report consumer information for the educator preparation provider.*

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate	<input checked="" type="radio"/>	<input type="radio"/>	
Average cost of attendance	<input type="radio"/>	<input checked="" type="radio"/>	18,255
Average beginning salary of a program completer	<input checked="" type="radio"/>	<input type="radio"/>	
Placement patterns of completers	<input checked="" type="radio"/>	<input type="radio"/>	
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>	

## Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1. The unit has not consistently articulated or assessed candidate dispositions. (ADV)

In relation to the AFI for Standard 1, the revisions made to Standard 2 permitted the unit to systematically collect data on dispositions for candidates at the advanced. As stipulated in our new assessment plan, dispositions for advanced programs are regularly assessed at three points during the candidates' participation in their respective program. The unit participated in a focused visit for Standard 2 during March, 2012. The BOE recommended that all AFIs have been addressed by the unit. See <http://education.nmsu.edu/ncate/> for a complete listing of activities, assessments and outcomes for correcting the AFIs as well as the NCATE visit-report in March, 2012.

Areas for Improvement related to Standard 5 cited as a result of the last NCATE review:

1. The unit has no systematic and comprehensive process for evaluating the teaching performance of adjunct faculty members. (ITP) (ADV)

Unit programs have a developed process for systematically evaluating its adjunct faculty. University policy requires each department/program to evaluate its adjunct faculty on a yearly basis. Data are collected for adjunct faculty who teach in regular



face-to-face format and also online. Adjunct faculty's data are separated out from regular faculty and are provided a written statement/summary of their performance in relation to the performance of regular faculty.

## Section 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

In preparation for the unit's spring 2017 CAEP visit, both unit and school-based faculty are involved in designing, implementing, and evaluating the unit and school partnership program establishing shared expectations for candidate entry, preparation and exit; ensuring linkages between theory and practice; and, holding each party accountable for the success of candidates.

The unit-school partnership co-selects, prepares, evaluates, and supports the recruitment and retention of clinical educators [e.g. EPP faculty, school-based faculty, university supervisors/clinical EPP faculty/staff]. Unit-school-based developed assessments [both internal and external] are used to evaluate the performance of clinical faculty/staff participating in the partnership for the purpose of the refinement of processes and procedures for selection, retention, professional development and continuous improvement of the unit-school partnership personnel.

Unit and school-based partners are involved in the development, design and implementation of clinical experiences that provide sufficient opportunity for candidates' development of the skills, knowledge and dispositions. Field experiences are sequenced located within diverse learning environments. Multiple-measures are used to assess and to ensure candidates' development and its measured impact on P-12 students.

## Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2015 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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