2013 Educator Accountability Reporting System (EARS)
Acknowledgements

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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 2011–2012 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.

“Every child in America deserves a high-quality education that prepares her or him for college, a career, and the responsibilities of citizenship. Teachers and school leaders work each day with our nation’s children to provide them with the knowledge, skills, and habits to succeed professionally and personally and to give them an array of tools for leading productive and satisfying lives.”

Indeed, educators are the heart and soul of American education. Great teachers and principals are drawn to the profession because they want to nurture young people and watch them grow—not only academically, but also socially and emotionally. They teach because of their belief in the power of education to transform lives. Strong teachers can boost students’ academic achievement, improve their attitudes about school and themselves, and increase their ability to earn. Highly effective teachers accelerate student learning, close achievement gaps that have persisted for decades, and build habits of mind that change the trajectories of students’ lives, resulting in lower dropout rates, lower rates of teen pregnancy, and greater lifetime earnings and career satisfaction. And strong school leaders enable effective teachers to grow and thrive.

“As American educators work within schools, districts, and states to reshape their profession, they caution against two common reform errors: putting too much burden on any one element of the system to solve all of our nation’s education problems and implementing piecemeal strategies in an ad hoc, uncoordinated way. Instead, we must take a comprehensive, integrated, and long-term approach to transformation, drawing on lessons from higher-performing countries and from the hundreds of schools across this country whose students excel academically despite significant challenges.”

The New Mexico 2013 EARS report provides an integrated framework for guiding the effective preparation of educators throughout this state.

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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 culture

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.

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 system
- Honor the different missions of community colleges, comprehensive institutions, and research institutions
- Include all initial (including alternative) and advanced licensure programs
- When available, each annual EARS report will encompass data from the previous summer, fall, and spring

By following the design outline provided in statute, this version of the 2013 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.

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5 EARS Report 2011.
6 Ibid.
7 Ibid.
8 Ibid.
9 Ibid.
10 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.

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.”

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

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**Note:** The community college programs presented below are Alternative Licensure Post Bachelor of Arts.

Applicants are scored based upon: GPA of highest degree earned; if pursuing licensure in high-need area (math, science, special education, and bilingual); experience teaching or working with children; and essay responses to questions about knowledge of the field, goal-setting, diversity, leadership, and resiliency. Exceptions to minimum score for acceptance are made if candidate has a confirmed job offer from school/district conditional on being accepted to the program. All candidates are accepted "provisionally." Full acceptance is granted after successful completion of first semester of coursework, passing NMTA—Basic Skills score, and completion of Program Orientation.
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—semester hours completed | Minimum GPA | Minimum GPA in content area coursework | Minimum GPA in professional education coursework | Minimum ACT score | Minimum SAT 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 2011–12 |
|-------------------------------|------------|-------------------|------------------|-----------------------------------------------|-------------|---------------------------------------|-------------------------------------------------|------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| **Research Universities**    |            |                   |                  |                                               |             |                                      |                                                  |                  |                 |                                                                                                                                                                                                 |                                                |
| NM State University           | UG         | No                | No               | UG                                            | UG          | 2.5                                   | UG                                              | No               | No              | No                                                                         | No                                               | No                                                  | No         | No              | Application, experience in classroom, resume, bachelor's degree/higher, job offer from school/district                             | 3.45                                            |
|                              | PG         | No                | No               | PG                                            | PG          | 3.0                                   | PG                                              | No               | No              | No                                                                         | No                                               | No                                                  | No         | No              | Exit—Successful completion of Comprehensive Exam, student teaching, ‘B’ or better in all education courses                          | 3.82                                            |
| University of NM              | UG         | UG                | UG               | UG                                            | UG          | 3.0                                   | UG                                              | No               | No              | No                                                                         | No                                               | No                                                  | No         | No              |                                                                                                                                                                                                 | 3.58                                            |
|                              | PG         | PG                | PG               | PG                                            | PG          | 3.0                                   | PG                                              | No               | No              | No                                                                         | No                                               | No                                                  | No         | No              |                                                                                                                                                                                                 | 4.00                                            |
| **Comprehensive Universities and Colleges** |            |                   |                  |                                               |             |                                      |                                                  |                  |                 |                                                                                                                                                                                                 |                                                |
| Eastern NM University         | UG         | UG                | UG               | UG                                            | UG          | 2.8                                   | UG                                              | No               | No              | No                                                                         | UG                                               | No                                                  | UG         | UG              |                                                                                                                                                                                                 | 3.261                                           |
|                              | PG         | PG                | PG               | PG                                            | PG          | 3.0                                   | PG                                              | No               | No              | No                                                                         | PG                                               | PG                                                  | PG         | PG              |                                                                                                                                                                                                 | 3.71                                            |
| NM Highlands                  | UG         | UG                | UG               | UG                                            | UG          | 2.75                                  | UG                                              | No               | No              | No                                                                         | PG                                               | PG                                                  | PG         | PG              | Professional Dispositions, Assessment of Classroom Practices, Exit Interview                                                 | 3.63                                            |
| NM Tech                       | UG         | UG                | Y                | Y                                             | Y           | 2.5                                   | Y= 2.5                                          | UG               | No              | No                                                                         | UG                                               | UG                                                  | Y          | No              | Professional Behaviors and Dispositions                                                                               | 2.5                                             |
| Northern NMC                  | UG         | UG                | UG               | UG                                            | UG          | 3.0                                   | UG                                              | No               | No              | No                                                                         | UG                                               | UG                                                  | UG         | UG              | Exit Interview                                                                                                              | 3.8                                             |
| Western NM                    | No         | No                | No               | PG                                            | PG          | 3.0                                   | PG                                              | No               | No              | No                                                                         | PG                                               | No                                                  | No         | No              | Professional Behaviors and Dispositions                                                                               | 3.82                                            |
| **Community Colleges**        |            |                   |                  |                                               |             |                                      |                                                  |                  |                 |                                                                                                                                                                                                 |                                                |
| Central NM CC                 | PG         | PG                | PG               | PG                                            | PG          | 3.5                                   | PG                                              | No               | No              | No                                                                         | PG                                               | No                                                  | PG         | No              |                                                                                                                                                                                                 | 3.85                                            |
| San Juan College              | No         | PG                | PG               | PG                                            | PG          | 2.0                                   | PG                                              | No               | No              | No                                                                         | No                                               | No                                                  | No         | No              |                                                                                                                                                                                                 | 3.4                                             |
| Santa Fe CC                   | PG         | No                | No               | PG                                            | PG          | 3.0                                   | PG                                              | No               | No              | No                                                                         | PG                                               | No                                                  | No         | No              |                                                                                                                                                                                                 | 3.87                                            |
| **Private Universities and Colleges** |            |                   |                  |                                               |             |                                      |                                                  |                  |                 |                                                                                                                                                                                                 |                                                |
| University of Phoenix         | UG         | UG                | UG               | UG                                            | UG          | 3.0                                   | UG                                              | UG               | UG              | UG                                                                         | UG                                               | UG                                                  | UG         | UG              | Teacher work sample, student teaching, practicum courses                                                              | 3.01                                            |
|                              | No         | UG                | UG               | UG                                            | UG          | 3.0                                   | UG                                              | No               | No              | No                                                                         | No                                               | No                                                  | No         | No              |                                                                                                                                                                                                 | 3.71                                            |
| University of the SW          | No         | No                | No               | PG                                            | PG          | 3.0                                   | PG                                              | No               | No              | No                                                                         | No                                               | No                                                  | No         | No              | Professional Portfolio                                                                                                      | 3.592                                           |
| Wayland Baptist               | No         | No                | No               | UG                                            | UG          | 2.7                                   | UG                                              | No               | No              | No                                                                         | No                                               | No                                                  | No         | No              |                                                                                                                                                                                                 | 3.667                                           |
|                              | No         | No                | No               | PG                                            | PG          | 3.0                                   | PG                                              | No               | No              | No                                                                         | PG                                               | No                                                  | No         | No              |                                                                                                                                                                                                 | 3.95                                            |
2. The number of hours required for field experience and for student teaching or administrator internship

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<th>Institutions</th>
<th>Field Experience Contact Hours Required—Pre-student teaching contact hours required</th>
<th>Student Teaching Hours Required</th>
<th>Total Hours (field experience and student teaching)</th>
<th>Administrator Internship Hours Required</th>
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<tr>
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3. The number and percentage of students needing developmental course work upon entering the program

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<th>Percent of Students Needing Developmental Course Work Upon Entering the Program</th>
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<tr>
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<tr>
<td>San Juan College</td>
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<tr>
<td>University of Phoenix</td>
<td>NA—developmental coursework not included in program</td>
<td>NA—developmental coursework not included in program</td>
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<tr>
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4. The number and percentage of students completing each program

<table>
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<tr>
<th>Institutions</th>
<th>Number of Students Completing Teacher Education—Special Education</th>
<th>Percent of Students Completing Teacher Education—Special Education</th>
<th>Number of Students Completing Teacher Education—Elementary Education</th>
<th>Percent of Students Completing Teacher Education—Elementary Education</th>
<th>Number of Students Completing Teacher Education—Secondary Education</th>
<th>Percent of Students Completing Teacher Education—Secondary Education</th>
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<td>8.40%</td>
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</table>
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 the AY 2009–2010, 2010–2011, and 2011–2012. 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 2011–2012.

<table>
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<tr>
<th>Institutions</th>
<th>Teacher Preparation Program Completers</th>
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### Teachers Prepared by Subject Area 2011–2012

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<th>Junior High—Intermediate School Education</th>
<th>Middle School Education</th>
<th>Secondary Education</th>
<th>Art</th>
<th>Bilingual, Multilingual, and Multicultural Education</th>
<th>Biology</th>
<th>Business</th>
<th>Chemistry</th>
<th>Computer Science</th>
<th>Drama and Dance</th>
<th>Earth Science</th>
<th>Early Childhood</th>
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## Teachers Prepared by Subject Area 2011–2012

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<th>History</th>
<th>Home Economics–Family and Consumer Sciences</th>
<th>Industrial Arts–Teacher Education</th>
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<th>Physical Education Coaching</th>
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</table>

* University of the SW = Educational Diagnostianc (3), Educational Administration (1), School Counselor (6)
6. The number and percentage of students who pass the New Mexico teacher or administrator assessments for initial licensure on the first attempt

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Number and Percentage of Students Who Pass the New Mexico Teacher Assessments for Initial Licensure on the First Attempt—All Program Completers—Summary Rates 2011–2012</th>
<th>Number and Percentage of Students Who Pass the New Mexico Administrator Assessments for Initial Licensure on the First Attempt—All Program Completers—Summary Rates 2011–2012</th>
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<tbody>
<tr>
<td></td>
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<td>Number Passing Tests</td>
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<td>168</td>
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<tr>
<td>University of NM</td>
<td>276</td>
<td>268</td>
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<tr>
<td>Comprehensive Universities and Colleges</td>
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<td>Eastern NM University</td>
<td>107</td>
<td>102</td>
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<td>NM Highlands</td>
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<tr>
<td>NM Tech</td>
<td>1</td>
<td>1</td>
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<td>Northern NMC</td>
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<td>24</td>
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<tr>
<td>Central NM CC</td>
<td>116</td>
<td>111</td>
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<td>San Juan College</td>
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<td>Santa Fe CC</td>
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<tr>
<td>Private Universities and Colleges</td>
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<tr>
<td>University of Phoenix</td>
<td>125</td>
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<td>University of the SW</td>
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<tr>
<td>Wayland Baptist</td>
<td>11</td>
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</tbody>
</table>

NOTE: This data was taken from Title II report Section III. Summary pass rates were used by the institutions to complete this chart.
7. A description of each program's placement practices

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

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Program Placement Practices for the Academic Year 2011–2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Research Universities</strong></td>
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</tr>
<tr>
<td>NM State University</td>
<td>Link → <a href="http://college.education.nmsu.edu/files/2014/04/Indicator-Table-8-Placement-Practices.pdf">http://college.education.nmsu.edu/files/2014/04/Indicator-Table-8-Placement-Practices.pdf</a></td>
</tr>
<tr>
<td><strong>Comprehensive Universities and Colleges</strong></td>
<td></td>
</tr>
<tr>
<td>Eastern NM University</td>
<td>Link → <a href="http://education.enmu.edu/partners/tep/student-teaching.shtml">http://education.enmu.edu/partners/tep/student-teaching.shtml</a></td>
</tr>
<tr>
<td>NM Highlands</td>
<td>Link →</td>
</tr>
<tr>
<td>NM Tech</td>
<td>Link →</td>
</tr>
<tr>
<td>Northern NMC</td>
<td>NA The College of Education works with LEA’s to place students</td>
</tr>
<tr>
<td>Western NM</td>
<td>Link →</td>
</tr>
<tr>
<td><strong>Community Colleges—Alternative Licensure</strong></td>
<td></td>
</tr>
<tr>
<td>Central NM CC</td>
<td>NA Placed with a cooperating/mentor teacher that is approved by the school administrator and has a minimum of a Level II license if working in public school setting or at least five years of experience if working in private school setting</td>
</tr>
<tr>
<td></td>
<td>Student teacher is teaching content in which he/she has passed the NMTA content exam.</td>
</tr>
<tr>
<td></td>
<td>Student teacher is teaching in a classroom that is reflective of the licensure area.</td>
</tr>
<tr>
<td></td>
<td>Program GPA of 3.5</td>
</tr>
<tr>
<td>San Juan College</td>
<td>Link →</td>
</tr>
<tr>
<td>Santa Fe CC</td>
<td>Link →</td>
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<tr>
<td><strong>Private Universities and Colleges</strong></td>
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</tr>
<tr>
<td>University of Phoenix</td>
<td>Link →</td>
</tr>
<tr>
<td>University of the SW</td>
<td>Link →</td>
</tr>
<tr>
<td>Wayland Baptist</td>
<td>Link → Not applicable</td>
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</table>
8. The number and percentage of students hired by New Mexico school districts

The data below was provided by STARS and includes teachers, counselors, and administrators.

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Number of Students Hired by New Mexico School Districts</th>
<th>Percentage of Students Hired by New Mexico School Districts</th>
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<tr>
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<td>123</td>
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<tr>
<td>University of NM</td>
<td>304</td>
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<tr>
<td>Eastern NM University</td>
<td>76</td>
<td>7.1%</td>
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<td>57</td>
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<td>NM Tech</td>
<td>4</td>
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<td>Northern NMC</td>
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<tr>
<td>Western NM</td>
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<td><strong>Community Colleges</strong></td>
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<tr>
<td>Central NM CC</td>
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<td>.6%</td>
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<td>San Juan College</td>
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<tr>
<td>Santa Fe CC</td>
<td>2</td>
<td>.2%</td>
</tr>
<tr>
<td><strong>Private Universities and Colleges</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Phoenix</td>
<td>Santa Teresa Campus 3</td>
<td>.7%</td>
</tr>
<tr>
<td></td>
<td>Albuquerque 13</td>
<td>81%</td>
</tr>
<tr>
<td>University of the SW</td>
<td>14</td>
<td>1.3%</td>
</tr>
<tr>
<td>Wayland Baptist</td>
<td>17</td>
<td>Not applicable</td>
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</table>
D. The evaluation plan shall include objectives and measures for the following:

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Evaluation Plan Summary for the Academic Year 2011–2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the IHE have an Evaluation Plan? If so, please provide the link to the plan.</td>
<td>Does it include the objectives and measures listed in statute and on the next two pages?</td>
</tr>
</tbody>
</table>

**Research Universities**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Does the IHE have an Evaluation Plan?</th>
<th>Does it include the objectives and measures listed in statute and on the next two pages?</th>
</tr>
</thead>
<tbody>
<tr>
<td>NM State University</td>
<td>Yes</td>
<td>Link to Plan → <a href="http://college.education.nmsu.edu/files/2014/04/Evaluation-Plan.pdf">http://college.education.nmsu.edu/files/2014/04/Evaluation-Plan.pdf</a></td>
</tr>
<tr>
<td>University of NM</td>
<td>Yes</td>
<td>Document available upon request</td>
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**Comprehensive Universities and Colleges**

<table>
<thead>
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<th>Does the IHE have an Evaluation Plan?</th>
<th>Does it include the objectives and measures listed in statute and on the next two pages?</th>
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</thead>
<tbody>
<tr>
<td>Eastern NM University</td>
<td>Yes</td>
<td>Link to Plan → <a href="http://education.enmu.edu/teacherprep-eval.shtml">http://education.enmu.edu/teacherprep-eval.shtml</a></td>
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<tr>
<td>NM Highlands</td>
<td>Yes</td>
<td>Link to Plan →</td>
</tr>
<tr>
<td>NM Tech</td>
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<td>Link to Plan →</td>
</tr>
<tr>
<td>Northern NMC</td>
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<td>Link to Plan →</td>
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<tr>
<td>Western NM</td>
<td>Yes</td>
<td>Link to Plan →</td>
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**Community Colleges—Alternative Licensure**

<table>
<thead>
<tr>
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<th>Does the IHE have an Evaluation Plan?</th>
<th>Does it include the objectives and measures listed in statute and on the next two pages?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central NM CC</td>
<td>Yes</td>
<td>Link to Plan →</td>
</tr>
<tr>
<td>San Juan College</td>
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<td>Link to Plan →</td>
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<tr>
<td>Santa Fe CC</td>
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<td>Link to Plan →</td>
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**Private Universities and Colleges**

<table>
<thead>
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<th>Does it include the objectives and measures listed in statute and on the next two pages?</th>
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<tbody>
<tr>
<td>University of Phoenix</td>
<td>Yes</td>
<td>Link to Plan →</td>
</tr>
<tr>
<td>University of the SW</td>
<td>Yes</td>
<td>Link to Plan →</td>
</tr>
<tr>
<td>Wayland Baptist</td>
<td>Yes</td>
<td>Link to Plan →</td>
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</tbody>
</table>
The evaluation plan for each Institute of Higher Education (IHE) shall include objectives and measures for each of the goals listed below:

<table>
<thead>
<tr>
<th>Evaluation Plan Program Goals for the Academic Year 2011–2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
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<tr>
<td>Institution</td>
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<tr>
<td>Research Universities</td>
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<tr>
<td>NM State University</td>
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<td>University of NM</td>
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<td>NM Tech</td>
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<td>Northern NMC</td>
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<tr>
<td>Western NM</td>
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<td>Community Colleges—Alternative Licensure</td>
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<td>Central NM CC</td>
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<tr>
<td>San Juan College</td>
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<td>Santa Fe CC</td>
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<tr>
<td>Private Universities and Colleges</td>
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<tr>
<td>University of Phoenix</td>
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<tr>
<td>University of the SW</td>
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<tr>
<td>Wayland Baptist</td>
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</table>
### Evaluation Plan Program Elements for the Academic Year 2011–2012

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Objectives</th>
<th>Measures</th>
<th>Objectives</th>
<th>Measures</th>
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<td>4)</td>
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<td>5)</td>
<td></td>
<td>6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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</td>
<td></td>
<td>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</td>
<td></td>
<td>Increasing the number of teachers trained in math, science and technology</td>
<td></td>
</tr>
<tr>
<td>Evaluation Plan includes the following→</td>
<td>Objectives</td>
<td>Measures</td>
<td>Objectives</td>
<td>Measures</td>
<td>Objectives</td>
<td>Measures</td>
</tr>
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<td>Yes</td>
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<tr>
<td>Comprehensive Universities and Colleges</td>
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<tr>
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<td>Yes</td>
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<tr>
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<tr>
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<td>Yes</td>
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<tr>
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<td>Private Universities and Colleges</td>
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<td>Yes</td>
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<tr>
<td>University of Phoenix</td>
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<tr>
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<td>Yes</td>
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</table>
E. Itemized information on program revenues and expenditures, including staff salaries and benefits and the operational cost per credit hour

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Financial Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Financial Measures—Instructional Support Formula Revenue Compared to Budget for 2011–2012 Academic Year</td>
</tr>
<tr>
<td></td>
<td>2011–2012 Total Unrestricted SCH*</td>
</tr>
<tr>
<td></td>
<td>University/Institution</td>
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<tr>
<td>Research Universities</td>
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<tr>
<td>College/Program of Education</td>
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</tr>
<tr>
<td>Initial Licensure Programs$</td>
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</tr>
<tr>
<td>University of NM (see below)$</td>
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<td>University/Institution</td>
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<td>College/Program of Education</td>
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<td>Initial Licensure Programs$</td>
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</table>

* SCH=Enrollment Credit Hours

1In this table, the academic year includes the summer semester.

2The formula has some funding built into it for institutional, rather than academic unit, support. The adjusted formula revenue backs out this funding.

3The adjusted instructional support budget is the final budget inclusive of all adjustments made to the original budget. It includes balance forward (fund balances). For some IHEs in NM, fringe benefits are paid by the institution, not by the college, and are part of institutional, rather than college, budgets. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets if they are not part of original budgets.

4Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that are licensure-preparation related.

5Data provided in this table are un-audited as provided by the institution.
## Financial Measures

**Educator Accountability Reporting System (EARS) AY 2011–2012**

### Financial Measures—Instructional Support Formula Revenue Compared to Budget for 2011–2012 Academic Year

<table>
<thead>
<tr>
<th>Institutions</th>
<th>2011–2012 Total Unrestricted SCH</th>
<th>Formula Revenue Generated</th>
<th>Adjusted Instructional Support Formula Revenue Generated</th>
<th>Adjusted Instructional Support Budget (including fringe benefits)</th>
<th>Adjusted Instructional Support Budget as Percent of Adjusted Instructional Support Revenue Generated</th>
<th>2011–2012 Total Unrestricted SCH</th>
<th>Instructional Support Expenditures (including fringe benefits)</th>
<th>Expenditures per SCH (with fringe benefits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive Universities and Colleges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eastern NM University</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University/Institution</td>
<td>114,568</td>
<td>$31,004,635</td>
<td>$26,489,740</td>
<td>$20,418,660</td>
<td>77.1%</td>
<td>114,568</td>
<td>$20,190,834</td>
<td>176.2345016</td>
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<tr>
<td>College/Program of Education</td>
<td>26,545</td>
<td>$9,819,163</td>
<td>$8,389,296</td>
<td>$3,852,952</td>
<td>45.9%</td>
<td>26,545</td>
<td>$4,157,284</td>
<td>156.6126954</td>
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<tr>
<td>Initial Licensure Programs</td>
<td>11,859</td>
<td>$5,034,345</td>
<td>$4,301,243</td>
<td>$1,707,703</td>
<td>39.7%</td>
<td>11,859</td>
<td>$1,850,029</td>
<td>156.0021265</td>
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<tr>
<td><strong>NM Highlands (see below)</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University/Institution</td>
<td>81,597.2</td>
<td>31,983.001</td>
<td>25,492,051</td>
<td>18,037,027</td>
<td>70.8%</td>
<td>81,597.2</td>
<td>18,015,928</td>
<td>220.7910057</td>
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<td>College/Program of Education</td>
<td>20,215</td>
<td>8,617,424</td>
<td>6,868,518</td>
<td>2,587,125</td>
<td>37.7%</td>
<td>20,215</td>
<td>2,607,439</td>
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<tr>
<td>Initial Licensure Programs</td>
<td>1,859.99</td>
<td>792,890</td>
<td>631,973</td>
<td>238,042</td>
<td>37.7%</td>
<td>1,859.99</td>
<td>239,912</td>
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<td><strong>NM Tech (see below)</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University/Institution</td>
<td>50,611</td>
<td>21,871,132</td>
<td>18,139,699</td>
<td>17,464,034</td>
<td>96.275%</td>
<td>50,611</td>
<td>18,139,699</td>
<td>358.4141</td>
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<td>College/Program of Education</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Initial Licensure Programs</td>
<td>63</td>
<td>27,224</td>
<td>22,580</td>
<td>104,378.66</td>
<td>383.40%</td>
<td>63</td>
<td>104,378.66</td>
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<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University/Institution</td>
<td>38,795</td>
<td>10,239,240</td>
<td>9,985,100</td>
<td>5,711,441</td>
<td>57%</td>
<td>38,795</td>
<td>5,725,214</td>
<td>147.58</td>
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<tr>
<td>College of Education</td>
<td>1,937</td>
<td>569,393.28</td>
<td>258,280</td>
<td>83,387</td>
<td>32%</td>
<td>1,937</td>
<td>271,989</td>
<td>140.42</td>
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<td><strong>Western New Mexico</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University/Institution</td>
<td>68,928.9</td>
<td>16,316,625</td>
<td>13,084,078</td>
<td>14,983,887</td>
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<td>68,928.9</td>
<td>13,877,169</td>
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<td>College/Program of Education</td>
<td>7,707</td>
<td>3,076,919</td>
<td>2,467,339</td>
<td>1,782,864</td>
<td>72.3%</td>
<td>7,707</td>
<td>1,456,934</td>
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<td>Initial Licensure Programs</td>
<td>5,737.4</td>
<td>2,814,239</td>
<td>2,256,700</td>
<td>1,545,757</td>
<td>68.5%</td>
<td>5,737.4</td>
<td>1,263,173</td>
<td>220.1647858</td>
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</tbody>
</table>

1. In this table, the academic year includes the summer semester.
2. The formula has some funding built into it for institutional, rather than academic unit, support. The adjusted formula revenue backs out this funding.
3. The adjusted instructional support budget is the final budget inclusive of all adjustments made to the original budget. It includes the balance forward (fund balances). For some IHE’s in NM, fringe benefits are paid by the institution, not by the college, and are part of institutional, rather than college, budgets. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets, if they are not part of original budgets.
4. Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that are licensure-preparation related.

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

<table>
<thead>
<tr>
<th>Financial Measures—Instructional Support Formula Revenue Compared to Budget for 2011–2012 Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Community Colleges</strong></td>
</tr>
<tr>
<td>Central New Mexico Community College</td>
</tr>
<tr>
<td>University/Institution</td>
</tr>
<tr>
<td>College/Program of Education</td>
</tr>
<tr>
<td>Initial Licensure Programs&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>San Juan College</strong></td>
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<tr>
<td>University/Institution</td>
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<tr>
<td>College/Program of Education</td>
</tr>
<tr>
<td>Initial Licensure Programs&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
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<td><strong>Santa Fe Community College</strong></td>
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<td>University/Institution</td>
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<tr>
<td>College/Program of Education</td>
</tr>
<tr>
<td>Initial Licensure Programs&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

<sup>1</sup>In this table, the academic year includes the summer semester.

<sup>2</sup>The formula has some funding built into it for institutional, rather than academic unit, support. The adjusted formula revenue backs out this funding.

<sup>3</sup>The adjusted instructional support budget is the final budget inclusive of all adjustments made to the original budget. It includes the balance forward (fund balances). For some IHE’s in NM, fringe benefits are paid by the institution, not by the college, and are part of institutional, rather than college, budgets. In order to be able to compare across institutions, fringe benefits are included in expenditures and added to budgets, if they are not part of original budgets.

<sup>4</sup>Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that are licensure-preparation related.

Data provided in this table are un-audited as provided by the institution.
<table>
<thead>
<tr>
<th>Institutions</th>
<th>Financial Measures</th>
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<tr>
<td></td>
<td>Financial Measures—Instructional Support Formula Revenue</td>
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<td>Compared to Budget for 2011–2012 Academic Year</td>
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<tr>
<td>2011–2012 Total Unrestricted SCH</td>
<td>Formula Revenue Generated</td>
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<tr>
<td></td>
<td>Adjusted Instructional Support Formula Revenue Generated²</td>
</tr>
<tr>
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<td>Adjusted Instructional Support Budget as Percent of Adjusted Instructional Support Revenue Generated</td>
</tr>
<tr>
<td></td>
<td>2011–2012 Total Unrestricted SCH</td>
</tr>
<tr>
<td></td>
<td>Instructional Support Expenditures (including fringe benefits)⁵</td>
</tr>
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<td></td>
<td>Expenditures per SCH (with fringe benefits)</td>
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<td>University of Phoenix</td>
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<tr>
<td>College/Program of Education</td>
<td>The University of Phoenix, as a private institution, does not receive New Mexico state funding. Therefore, this section is not applicable.</td>
</tr>
<tr>
<td>Initial Licensure Programs⁴</td>
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<tr>
<td>University of the SouthWest</td>
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<tr>
<td>College/Program of Education</td>
<td>The University of the SouthWest, as a private institution, does not receive New Mexico state funding. Therefore, this section is not applicable.</td>
</tr>
<tr>
<td>Initial Licensure Programs⁴</td>
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<tr>
<td>Wayland Baptist</td>
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<tr>
<td>College/Program of Education</td>
<td>Wayland Baptist, as a private institution, does not receive New Mexico state funding. Therefore, this section is not applicable.</td>
</tr>
<tr>
<td>Initial Licensure Programs⁴</td>
<td></td>
</tr>
</tbody>
</table>

1. In this table, the academic year includes the summer semester.
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4. Initial licensure budgets and expenditures are estimated. They are based upon the percentages of total college and departmental unrestricted SCH that are licensure-preparation related. Data provided in this table are un-audited as provided by the institution.
<table>
<thead>
<tr>
<th>Institutions</th>
<th>Financial Measures—Lowest and Highest Compensation (Salary + Benefits) Of Full-Time¹ and Part-Time Faculty² for 2011–2012 Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time Faculty Compensation (9-month contracts)</td>
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<td>Lowest</td>
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<td>University of NM</td>
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</tr>
<tr>
<td>Eastern NM University</td>
<td>$49,200</td>
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<tr>
<td>NM Highlands</td>
<td>$37,376</td>
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<tr>
<td>NM Tech *Only two faculty in the department</td>
<td>$65,520.65</td>
</tr>
<tr>
<td>Northern NMC</td>
<td>$58,950</td>
</tr>
<tr>
<td>Western New Mexico* Salary only</td>
<td>$44,301</td>
</tr>
<tr>
<td>Central NM CC</td>
<td>$57,273</td>
</tr>
<tr>
<td>San Juan College</td>
<td>$40,484</td>
</tr>
<tr>
<td>Santa Fe CC</td>
<td>$40,484</td>
</tr>
<tr>
<td>University of Phoenix</td>
<td>$44,301</td>
</tr>
<tr>
<td>University of the Southwest</td>
<td>$44,301</td>
</tr>
<tr>
<td>Wayland Baptist</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

¹Full-time (FT) faculty includes FT tenure-track and FT non-tenure-track faculty.  
²Part-time faculty excludes graduate teaching assistants. Source: Institution
Numerous organizations—responsible for ensuring that teachers leave higher education with the highest-quality preparation—have struggled with the best methods to evaluate their teacher education programs.

“In the past two years, the quality of teacher education programs has been repeatedly called into question, and a federal panel could not come to a consensus on the role students’ test scores should have on teachers’ evaluations. A report released today by the National Academy of Education suggests that more emphasis should be placed on designing evaluations of teacher training programs. Current approaches to evaluating teaching programs are ‘complex, varied, and fragmented,’ the report said.

The federal Higher Education Act seeks to require states to compile data and identify low-performing programs, and the Council for the Accreditation of Educator Preparation has issued revised accrediting standards that focus on student outcomes.

This summer, a study released by the National Council on Teacher Quality (NCTQ) found that the majority of teacher preparation programs were ineffective in preparing students to lead classrooms. According to the report, prospective teachers are not learning the appropriate content to teach or how to teach the material. Of 1,200 elementary and secondary teaching preparation programs ranked in the NCTQ report, 163 programs (13.6 percent) received less than one star out of four.

The report from the National Academy of Education, a nonpartisan education research organization, cautioned that while program evaluation is important, ‘it is not sufficient in itself to bring about improvements in teacher preparation, teaching quality, and student learning.’ The limitations of an evaluation system should be weighed against its potential benefits. An evaluation system that focuses on the SAT or ACT scores of entering students would be unfair to institutions whose purpose is to serve students who may not have had the best prior education, said Robert E. Floden, a co-author of the report. In September, the Education Trust, a group that advocates for low-income students, released a report urging the federal government to prod states to better measure college teacher education programs.”

While the current research recognizes that there are a variety of approaches to—and reasons for—evaluating teacher training programs, we recognize the need to continue to exam the questions we are asking and the mechanisms we are using to answer those queries. We are cautioned to develop our analyses carefully and with the understanding that evaluation is merely the gateway to improvements in teacher preparation, teaching quality, and—our ultimate goal—student learning and the development of their potential.

---

“A significant challenge in retaining effective educators has been finding ways to offer teachers satisfying career paths, avenues that allow them to take on significant roles and responsibilities and earn higher salaries without leaving the classrooms they love. Teachers long for opportunities that recognize their talents and allow them to contribute to transforming their schools into more effective centers for learning. Moreover, teachers who may have interest in moving to an administrative role would benefit from avenues that allow them to cultivate their skills over time while still serving as effective teachers. As Madeleine Fennell, chair of the NEA-sponsored Commission of Effective Teachers and Teaching, has said, it is ‘...time to blast open the glass ceiling or glass door of advancement in the [teaching] profession.’ A new vision of the profession would offer accomplished teachers multiple pathways to advance their careers without leaving the classroom. Development and advancement could occur at every stage of a teacher's career, based on demonstrations of effectiveness.”

The development and advancement for New Mexico educators discussed above is created and carried by the culture formed within our teacher preparation institutions. This shapes a specific set of ideas, practices, customs, and beliefs which help to make up the effective future educators in our state. The annual EARS report helps New Mexico education institutions review 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 culture

According to Michael A. Morehead, Ed.D., chair of NMDDE, “ensuring the EARS reporting process becomes something that fulfills the statutory requirement and provides an accurate status of teacher preparation in New Mexico...is something that we have advocated for and are happy to support.” It safeguards that this first step towards continuous betterment of our teacher programs, teacher quality, student learning, and strengthening of our citizenry remains intact.

---

**Glossary and Acronyms**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Complete Name</th>
<th>Shortened Version of Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY</td>
<td>Academic Year</td>
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</tr>
<tr>
<td>CNM</td>
<td>Central New Mexico Community College</td>
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</tr>
<tr>
<td>ENMU</td>
<td>Eastern New Mexico University</td>
<td>Eastern NM University</td>
</tr>
<tr>
<td>NMHU</td>
<td>New Mexico Highlands University</td>
<td>NM Highlands</td>
</tr>
<tr>
<td>NNMC</td>
<td>Northern New Mexico College</td>
<td>Northern NMC</td>
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