

Overview of Eastern New Mexico University

Eastern New Mexico University (ENMU) takes pride in its accomplishments and reputation for excellence as a comprehensive multi-campus university offering undergraduate and graduate programs in the liberal arts and sciences, education, business, fine arts, and selected vocational and technical subjects. The youngest state-supported four-year institution in New Mexico, ENMU opened its doors in the fall of 1934 as a two-year junior college and became a baccalaureate institution in 1940. Graduate programs were developed by the university and accredited by the North Central Association of Colleges and Schools in 1949. The University is governed by a constitutionally independent Board of Regents and comprises three campuses (the main campus in Portales, branch campuses in Roswell and Ruidoso, NM, and a number of distance education sites). ENMU is the third largest four-year university in the state and has the reputation of providing low-cost; high-quality liberal arts-based education with a full range of student services. Drawing students from across New Mexico, ENMU's primary service area includes the southeastern counties of New Mexico and portions of west Texas. Eastern New Mexico University, a state institution offering bachelors and master's degrees, serves students from New Mexico, other states, and other nations.

ENMU's mission and vision statement emerged from a campus-wide dialog with students, staff, faculty, administrators, and constituents and demonstrates the University's increased commitment to cultural diversity, leadership in education, distance education, the use of educational technology and the promotion of "whole student life." Under this aspect of the mission, the University addresses students' personal and social development, especially as these relate to citizenship, leadership, and teamwork skills, and as they contribute to a student-centered learning environment. The complete vision statement is found in Exhibit 1.0.

The Mission Statement

Eastern New Mexico University combines a traditional learning environment with twenty-first century technology to provide a rich educational experience. Eastern emphasizes liberal learning, freedom of inquiry, cultural diversity, and whole student life. Excellent teaching and active learning define campus relationships. Scholarship, both primary and applied, cultural enrichment, and professional service are also important contributions of the University community.

Social Trends Affecting ENMU

Poverty, rural isolation, and a declining population characterize the region served by ENMU. For the three year period 1999-2001, New Mexico had the highest poverty rate of all 50 states, with 18.4% of the population living in poverty. More than one-third of the counties served by ENMU have generational poverty rates exceeding 20%, nearly twice the national average.

Geographic isolation also plays a role in economic development and opportunities, including Internet connectivity. Communities are poorly connected, with no eastbound air service within 100 miles of Clovis or Portales. The nearest urban areas are 217 miles west to Albuquerque, 100 miles southeast to Lubbock, Texas, or 100 miles northeast to Amarillo, Texas. These small communities are, however, fiercely independent and tenacious, each with its own school district and governance. This independence keeps rural character alive and tenacity slowly confronts conditions of limited economic, cultural, and educational opportunities.

A critical challenge facing ENMU, therefore, is to service students coming from poorly funded school districts, where as many as one quarter of the county residents speak Spanish as their primary language and where many residents have, by choice or economic necessity, dropped out of school or never pursued higher education. Just 9.8% of residents over age 25 in the primary service area hold a bachelor’s degree (15.5% US average). A discouraging 3.2% of Hispanics can make the same claim. Southeastern New Mexico is also the sector of the state experiencing a population decline in the past ten years.

As Hispanics approach 50% of the school population, population overall continues to decline in southeastern New Mexico. US Census data (2000) and projections from the Western Interstate Commission for Higher Education (WICHE) document declining numbers of New Mexico high school graduates and continued declines in regional population. However, economic and population growth is evident in more urban areas, near Albuquerque and Sante Fe.

| Projection of New Mexico High School Graduates | | | |
|---|-------------|-------------|-----------------|
| High School Graduates | 2000 | 2018 | % Change |
| American Indian | 1,949 | 2,015 | 3.39% |
| Anglo | 7,532 | 4,509 | -40.13% |
| Black, Non-Hispanic | 426 | 365 | -14.30 |
| Hispanic | 7,895 | 9,045 | 14.50% |
| Overall Total | | | -10.50% |

Source: WICHE Report on the Western States, 2004

The scenario is worse when population growth in the college-attending years is examined. Roosevelt County, home to almost one quarter of ENMU students, is one of the six counties with negative population growth in this critical age group. The challenge is statewide, since New Mexico’s track record for high school graduation and college attendance continues to lag well behind the national average. ENMU is challenged then to partner with rural school districts and the New Mexico Department of Education to strengthen educational opportunities and encourage further educational attainment in this region.

| Pipeline of Students | | | |
|--|-------------------|-------------------|---------------------------|
| Of 100 9th graders... | Best Cases | US Average | New Mexico Average |
| Will graduate from HS | 84 | 67 | 60 |
| Will enter college | 58 | 38 | 36 |
| Will enroll as sophomores | 42 | 26 | 22 |
| Will graduate in 6 years | 28 | 18 | 11 |
| Will attain BA by age 44 | 38.8 | 26.7 | 21.2 |
| Source: US Census Bureau, Public Use Microdata Samples, 2000 | | | |

Economic Trends Affecting ENMU

With very little industry, a growing number of dairies, and a ranching and agriculture-based community (the primary crop is Valencia peanuts), the economy of eastern New Mexico faces the same challenges of many rural, resource-poor areas. With water scarcity a continuing concern, and water contamination issues exacerbated by the rising number of dairies, the community faces severe quality of life issues. Relatively low levels of connectivity for high tech industries and a poorly educated work force compound the problem of geographic isolation. Statistics from New Mexico Department of Labor suggest some growth in the service sectors of the economy, with escalating needs in health care and social services. Employment opportunities also exist in K-12 education (new licensing requirements) and agriculture. Defense, environmental, and land management are potential growth areas for the region, as well as some high tech manufacturing, if connectivity issues and water scarcity can be addressed.

Per capita income as a percent of the US average has declined steadily in New Mexico since 1960, from 82.8% of the national average to 73.4% in 2000. Not surprisingly, ENMU draws its students from some of the poorest counties in the state. An additional threat to the local economy was narrowly averted when a strong community lobbying effort and congressional intervention saved Cannon Air Force Base (located between Portales and Clovis, NM) from closure.

Clearly, economic issues impact the University's facilities management as well as its program and curriculum planning. Many variables including aging buildings, a high-maintenance

heating and cooling system, the critical need for information technology, rising energy and transportation costs, decreased availability of water, and escalating health insurance and fringe benefits place critical demands on the institution's resources.

Staffing Trends Affecting ENMU

ENMU is committed to its workforce's development and longevity. Eastern attempts to provide equitably distributed fair wages, a strong benefits package, and a strong and diverse program of professional development, educational and advancement opportunities, and employee recognition. The university employs 630 part-time and full-time employees, exclusive of grant-funded personnel (an additional 35 employees). The largest employee category, 220, is faculty (148 are full-time tenure track), 200 support (or non-exempt) employees, 157 professional (exempt), and 12 administrators. While the workforce is diverse and reflects the local community, the University has worked to increase ethnic representation, particularly for faculty. Staff turnover is relatively light. An average of 10% will resign or retire from non-faculty job categories each year.

| ENMU Portales Workforce | | | |
|---|-------------|---------------|--------------|
| ENMU Portales Workforce Fall 2005 (Full-time) | Male | Female | Total |
| Nonresident Alien | 1 | 1 | 2 |
| Black, Non-Hispanic | 5 | 1 | 6 |
| American Indian or Alaska Native | 1 | 5 | 6 |
| Hispanic | 46 | 50 | 96 |
| White Non-Hispanic | 190 | 218 | 408 |
| Asian or Pacific Islander | 8 | 3 | 11 |
| Race/Ethnicity Unknown | 5 | 0 | 5 |
| Total | 256 | 278 | 534 |

Retention of faculty is, however, uneven. In 2000-01, turnover was 17.6 % of tenure-track faculty (19 resigned, 5 retired), 7.3% in 2002-03, 9.2% in 2003-04, and 6% in 2005-06. In exit interviews, the top four reported reasons for leaving are campus location (rural, small town, remote), salary, workload, and personal issues. Faculty retention and diversity are monitored carefully. As student evaluations and student satisfaction surveys document, faculty is exceptionally dedicated to teaching, frequently involving students in department continuity, curriculum delivery, and various advising and service obligations. In fall 2005, 58% of the university faculty was tenured; 26% had achieved the rank of full professor, 31% were associate professors, 38% were assistant professors, and 5% lecturers. In education, 42% of the

faculty was tenured; 19% had achieved the rank of full professor, 29% were associate professors, 42% were assistant professors, and 6% instructors.

| ENMU and Professional Education Full-time Faculty | | | | | | |
|--|-------------|-----------|---------------|-----------|--------------|-----------|
| ENMU Full-time Faculty Fall 2005 | Male | | Female | | Total | |
| | ENMU | Education | ENMU | Education | ENMU | Education |
| Nonresident Alien | 1 | 0 | 1 | 0 | 2 | 0 |
| Black, Non-Hispanic | 1 | 0 | 1 | 0 | 2 | 0 |
| American Indian or Alaska Native | 0 | 0 | 2 | 0 | 2 | 0 |
| Hispanic | 4 | 0 | 3 | 3 | 7 | 3 |
| White Non-Hispanic | 70 | 9 | 57 | 16 | 127 | 25 |
| Asian or Pacific Islander | 6 | 0 | 2 | 0 | 8 | 0 |
| Race/Ethnicity Unknown | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 82 | 9 | 66 | 19 | 148 | 28 |

Student Trends Affecting ENMU

Hispanic students constitute the fastest growing student population group by ethnicity. ENMU has seen the number and proportion of Hispanic students enrolled increase dramatically over the past decade by 26.4%. The pressing challenge for the first decade of the millennium is to develop the capacity to serve our diverse populations well, and to support increased retention and success so increased numbers indeed mean increased opportunity.

Data from our public schools indicate this trend will continue. Many students arrive on campus with virtually all the characteristics that impede success in higher education (from poor, struggling high schools and impoverished backgrounds with little or no family experience of college attendance). In the past decade, as the diversity of our student populations increased, ENMU have seen a major shift to an increasingly at-risk student population. As the percentage of female student population continues to increase, the institution services the needs of this group by offering such programs as adult re-entry assistance, career guidance, and child care.

It is under these conditions that the professional education unit provides highly qualified educators for the state and region.

| Student Characteristics |
|--|
| Enrollment: Enrollments over the past decade have averaged 3,673 headcount. |
| Ethnicity: Since 1994, Hispanic student enrollment has increased 26.4%—from 780 students in 1994 (20.2% of the student body) to 1085 students in fall 2005 (26.8% of the student body). In fall 2005, University enrollment (graduate and undergraduate) consists of 6.34% Black, 2.69% American Indian, 26.8% Hispanic, and 57.9% non-Hispanic Whites. |
| Low Income: Continuing a ten-year trend, at 70% of ENMU undergraduate students received financial aid. For Hispanic students, the percentage is at 90%. |
| Gender: Following the trend in many public institutions, female students in fall 2005 represented 59.4% of the student body and were slightly older than their male counterparts. |
| Under-prepared Students: The University has seen a gradual decline in the ACT scores of admitted students, from 20.6 in fall 1995 to 19.1 in fall 2005, reflecting students who may not be prepared for college-level work. In general, about a quarter of entering freshmen need a developmental reading course. About one-half of entering freshmen need both English and mathematics developmental coursework. |

Overview of the Unit

The College of Education and Technology (CET) is the unit on campus with primary responsibility for the preparation of school personnel. The dean of the CET is the unit head. The unit includes the departments of Curriculum and Instruction (C&I), Educational Studies (ES), Family and Consumer Sciences and Agriculture (FCSA), and Health and Physical Education (HPE). In addition to offering programs on the Portales campus, the unit supports the delivery of the entire elementary teaching licensure program on-site at the Roswell branch campus.

The CET is the second largest college in terms of numbers of programs, faculty, and degrees conferred. The CET is characterized by a variety of progressive attributes.

The mission statement of the unit reads as follows:

The mission of the educator preparation programs is to prepare students to become effective educators who are collaborative, informed, reflective decision-makers, sensitive to diversity

among individuals. Faculty within the unit provides quality educational experiences through coaching, cooperative and collaborative projects, close student-faculty relationships, and innovative classroom methods and materials, including educational technologies.

- Professional education faculty has implemented an innovative collaborative distance education model for the delivery of its English as a second language endorsement program that enrolls candidates statewide.
 - The education administration program prepares a good number of licensed school administrators.
 - The school guidance counseling program has experienced a 10-fold increase in enrollment since it was redesigned in 2002.
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- The unit's faculty has remained active in distance education by offering courses and programs via video conferencing technologies, web-based courses, and on-site instruction.
 - The college supports (with personnel and facilities) and faculty collaborate with the Center for Teaching Excellence (CTE), a state funded program that disseminates information and sponsors research and development activities aimed at improving teaching from kindergarten through higher education.
 - The unit maintains strong partnerships with public school personnel through its Professional Development Schools; James Elementary School, in Portales, and Monterrey Elementary School in Roswell. James Elementary School was among 20 professional development schools to participate in development of the NCATE standards for professional development schools.
 - The unit also supports faculty involvement on state task forces and commissions. Partnerships are strengthened through collaboration with public school personnel in the design, development, and implementation of field and clinical experiences. The Southeastern Consortium for Bilingual Education, the Research and Study Council, the Eastern New Mexico Educational Resource Center (ENMERC), and the Southern New Mexico Educational Resource Center (SNMERC) are groups with whom the unit's representatives regularly meet and share ideas about improving the preparation of teachers and administrators.
 - Important for its program assessment purposes, the unit invites teachers and administrators from its service area are to participate in a half-day focus group session to critique and to offer suggestions for improving courses, field experiences, programs as well as enhancing communications between the schools and the unit. Recommendations from these meetings have resulted in program improvements including the incorporation of a classroom teaching experience for some of the secondary education methods courses.

In summary, the CET, as the professional education unit, prides itself on the integration of research, theory, effective practices, and professional dispositions throughout each program.

The professional education faculty members remain committed to preparing candidates who are reflective and ethical practitioners. The unit carries forward a strong record of partnerships and collaborative arrangements with schools and human service agencies. The unit continues its long and honored tradition of responding to the region's educational challenges with high quality programs that prepare highly qualified educators.

Programs

The Department of Curriculum and Instruction offers initial elementary teaching licensure leading to either a Bachelor of Arts in Education or a Bachelor of Science in Education. Teaching endorsement programs include bilingual education, English as a second language, language arts, and reading. At the advanced level, the department offers a Master of Education degree with emphasis areas in bilingual education, educational technology, English as a second language, elementary education, pedagogy and learning, and reading/literacy.

The Department of Educational Studies offers initial teaching licensure in secondary and special education. The latter leads to a Bachelor of Arts in Education or Bachelor of Science in Education degree. At the advanced level, the department offers a Master of Education degree with emphasis areas in educational administration and secondary education. Additionally, the department offers both a Master of Arts degree with a major of School Guidance Counseling and a Master of Special Education degree.

The Department of Health and Physical Education offers initial k-12 licensure and endorsement in physical education. At the advanced level, the department offers a Master of Science in physical education with emphasis areas in sport administration and sport science.

The Department of Family and Consumer Sciences and Agriculture offers initial early childhood licensure leading to a Bachelor of Science. The Professional Technical Education licensure program leads to a Bachelor in Occupational Education. The FCSA department supports endorsements in family and consumer sciences and vocational agriculture.

As depicted in Table 1.5, the unit offers six initial teaching licensure programs (early childhood, elementary, K-12, secondary, special education, and professional technical education), four of which lead to undergraduate majors. At the advanced level, the unit offers two licensure programs (education administration and school guidance counseling), and three master's degree programs. Table 1.6 lists the endorsement areas candidates in each licensure program may select. At the initial level, candidates seeking the elementary teaching license and major may select a minor from among 12 endorsement areas; students seeking K-12 licensure may select a major from three content areas and a minor from among 14 endorsement areas; candidates seeking the secondary teaching licensure may select from 16 majors and a minor from among 14 endorsement areas; candidates seeking the special education teaching license and major may select from among 10 endorsement areas.

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| <p style="text-align: center;">New Mexico Public Education Department (NMPED) Approved Programs Offered at Eastern New Mexico University</p> |
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| Program | Award Level | Licensure | Credit Hours | # of Students Fall 2005* | Status of State Program Review | |
|--|---------------|-----------|--------------|-----------------------------|--------------------------------|----------------|
| | | | | | Program Review | Current Status |
| Early Childhood Teaching Licensure | Major | Initial | 65 | 70 | 11/17/03 | Approved |
| Elementary Teaching Licensure | Major | Initial | 42 | 283 | 11/17/03 | Approved |
| K-12 Teaching Licensure | Licensure | Initial | 30 | 101 | 11/17/03 | Approved |
| Secondary Teaching Licensure | Licensure | Initial | 30 | 111 | 11/17/03 | Approved |
| Special Education Teaching Licensure | Major | Initial | 39 | 22 | 11/17/03 | Approved |
| Professional Technical Education Licensure | Licensure | Initial | 30 | 18 | | Approved |
| Elementary Teaching License | Alt Licensure | Advanced | 21 | 4 | 3/02 | Approved |
| Secondary Teaching License | Alt Licensure | Advanced | 18 | 7 | 3/02 | Approved |
| Special Education License | Alt Licensure | Advanced | 21 | 3 | 1/06 | Approved |
| | | | | | | |
| Master's of Education | M.Ed. | Advanced | | | NA | |
| Bilingual Education | Emphasis | Advanced | 36 | 9 | NA | |
| Education Admin | Licensure | Advanced | 36 | 25 | | Approved |
| Elementary Education | Emphasis | Advanced | 36 | 27 | NA | |

| | | | | | | |
|--|-------------|----------|----|-----|----------|----------|
| | | d | | | | |
| Educ Technology | Emphasis | Advanced | 36 | 6 | NA | |
| English as a Sec Language | Emphasis | Advanced | 36 | 12 | NA | |
| General Education** | Emphasis | Advanced | 36 | 2 | | |
| Literacy Education | Emphasis | Advanced | 36 | 26 | NA | |
| Pedagogy & Learning | Emphasis | Advanced | 36 | 37 | NA | |
| Secondary Education | Emphasis | Advanced | 36 | 41 | NA | |
| Undeclared Emphasis | | | 36 | 261 | | |
| Master's of Education | | | | | | |
| School Guidance | Licensure | Advanced | 39 | 56 | 11/17/03 | Approved |
| Master's in Special Education | M.Ed. | Advanced | 36 | 18 | NA | |
| Other | | | | | | |
| On-site TESOL | Endorsement | NA | 12 | 114 | 12/08/06 | |
| <p>*Data provided by ENMU Office of Institutional Research **Emphasis changed to Pedagogy and Learning in 2001 ^New Mexico Public Education Department</p> | | | | | | |

In November 2003, the unit submitted curriculum folios (Exhibit 1.1) for all licensure and endorsement programs to the Professional Standards Commission for state approval. The examining team did recommend approval of all programs including the graduate level on-site TESOL endorsement until 2011.

| Endorsement Areas by Licensure Level | | | |
|--|---|---|---|
| Elementary License Endorsement Areas | Secondary License Majors | Secondary and K-12 Endorsement Areas | Special Education License Endorsement Areas |
| Bilingual Education English as a Second Language Family & Consumer Sciences Fine Arts General Science Language Arts Mathematics Music Education Physical Education Reading Social Studies Visual Arts | Biology Business Education Chemistry English Family & Consumer Sciences Geology History Marketing Education Mathematics Music Education Physical Education Physics Social Studies Spanish Theatre Education Vocational Agriculture | Bilingual Education Business Education English English as a Second Language, Family & Consumer Sciences Marketing Education Mathematics Modern Languages Natural Science Physical Education Psychology Spanish Theatre Education Vocational Agriculture | Athletic Training Bilingual Education English as a Second Language Language Arts Mathematics Modern Languages Music Education. Physical Education Psychology Social Studies |

Conceptual Framework

Since 1994 the ENMU CET has periodically revised elements of the conceptual framework to continually adapt the fundamental concepts to an evolving profession and student population. A brief explanation of the evolution up to the 2004 reaccreditation visit is provided in Exhibit 1.2. One additional revision emerged from the results of the 2004 reaccreditation visit and change in college leadership.

The results from the 2004 joint NMPED NCATE reaccreditation visit determined that Standard Two: Assessment System and Unit Evaluation, was not met for initial or advanced programs. Dr. Merlene Olmsted, the CET Assessment Coordinator, began the work of

revisions during the 2004 fall semester under the direction of Dr. Mary Drabbs, Interim Dean. During the spring 2005 semester this process was refined by new college leadership.

In addition to not meeting the assessment standard, the findings of the joint NMPED/NCATE team indicated the conceptual framework is pervasively represented by the NMPED competencies. The Board of Examiners (BOE) stated the conceptual framework “implies the desirability of certain broad qualities and characteristics of candidates in the various programs, the specific performance expectations for each individual program are based on the relevant set of New Mexico competencies for educators.” This dependency on state competencies, a vague slogan of the conceptual framework (a learning journey...TREC), and the need to establish a college wide assessment system, called for a sense of specific measures and a contextual destination. Through intensive interviews with each faculty and staff member, an inclusive writing process, and general session discussion, the dean proposed an addendum to the conceptual framework which speaks toward the self-actualizing and contextual elements of the programs. On April 29, 2005, during the Third General Session of the CET, the faculty approved an addendum to the conceptual framework. The faculty approved the following slogan or vision statement. The purpose of the ENMU CET involves “A learning Journey ... for an Empowered Voice on the High Plains of the Southwest.”

The slogan/vision, “A Learning Journey... for an Empowered Voice on the High Plains of the Southwest” becomes the transformational link to the assessment system. The mission of the CET states all programs are designed “to prepare students to become effective educators who are collaborative, informed, reflective decision-makers, and sensitive to diversity among individuals.” These various content, pedagogy, and professional practices embedded in the mission represent many assessment tools that provide the “empowered” profile or “voice” that the unit seeks each educator to demonstrate. The successful demonstrations provided in this system are the indicators that suggest each program within the CET fosters a learning journey for an empowered voice.

Explanation of Addendum

A Learning Journey – This phrase honors the current conceptual framework that speaks to the integrated learning structures, learning communities, and continuous learning associated with theory, research, effective practices, and commitment to the profession.

... for an Empowered Voice – This expression addresses the destination that the learning journey is leading each faculty and student. Every student comes to Eastern with a developing voice. Empowerment refers to the personal and professional insight each learner gains through self-actualization and renewal. The sense of empowerment is an evolving insight enriched through reflection, defining experiences, exploring oppression, and judging victimization. Collaborative exchanges are the preferred pedagogy. This phrase supports the impact of someone who speaks with an informed opinion in a proactive manner with various communities. Knowing content and demonstrating skills are one thing, but being able to act in a positive, proactive, and humane manner is something different.

... on the High Plains of the Southwest – This ending phrase represents the contextual meanings of our experience. The regional cultures, rural geography, climate, history, and agricultural industry have a profound effect on the educational systems that influence our

curriculum. The multicultural and multilingual communities of the Southwest contribute to a rich diverse experience.

The 2003 revised conceptual framework stands as a solid philosophy which has stood for more than a decade. The recent addendum redirects the framework into a transformational statement leading to the current assessment system. The theoretical basis for the TREC model is found in Exhibit 1.3. The conceptual framework defined is found in Exhibit 1.4. Evidence of the Conceptual Framework throughout the standards is found in Exhibit 1.5

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Element 1: Assessment System

The central purpose of The College of Education and Technology (CET) Assessment System is to articulate the sequential process used to document that candidates at the initial and advanced levels have met the competencies defined by the conceptual framework, state, and national standards. It provides the mechanism for the unit to assure that all ENMU students demonstrate and faculty foster the ability to provide a quality “learning journey ... for an empowered voice” that is founded on valid and reliable measures of performance. To ensure the CET moves toward this vision, the unit requires a variety of assessments and evaluations, which focus on university candidate performance, faculty performance, unit operations, and PK-12 student learning.

The assessment system aligns the unit’s accreditation expectations with the university’s yearly assessment program, requirements of North Central accreditation, university undergraduate program review cycle, the review cycle for graduate programs, AACTE/NCATE Annual Reports, and special reports requested by the New Mexico legislature or New Mexico Public Education Department (NMPED) or New Mexico Higher Education Department (NMHED).

The organization of the CET Assessment System contains five components. They include a Protocol statement, the Candidate Information Database System (CIDS), the CET Program Benchmark Measures, the University and CET Department Plans, and CET Environmental Files. Each component is described below.

- The Protocol describes the goals, rationale, foundation, participants, decision points, decision cycle, and alignment of program competencies to proficiencies outlined in professional and national standards, how the system monitors sources of biases, and future developments (Exhibit 2.0).
- The CET Program Benchmark Measures indicates what assessments are contained in the decision points for each licensure area. (Exhibit 2.1).
- The CET CIDS is the secure database for the collection and analysis of unit candidate performance measures primarily for admissions and exit data for all CET initial and advanced licensure programs. This is an Access database that is compatible to the

university's SCT Banner system. The CIDS has the ability to input individual candidate information, archive sets of data, and run multiple queries. A read-only version is available in the NCATE electronic file room. A demonstration of the system is scheduled during the on site visit.

There are other aspects of the CET Assessment System that do not involve the CIDS. For example, the Educational Benchmarking Incorporated Teacher Education Exit Survey (EBI TEES) is reported with massive files in electronic form and hard copy. These data are reported as available and analyzed in the assessment system environmental files but do not appear in a database. In addition, candidate performance measures during the monitoring phase are established by departmental/program assessment plans facilitated university wide. These reports are available in the University and CET Department Assessment Plan file.

- The University and Department Assessment Plans focus on the monitoring decisions for candidates in initial and advanced licensure programs. The current format for these plans was created and piloted during the 2003-04 academic year and was not available during the fall 2003 and spring 2004 joint NMPED and NCATE reaccreditation visits. The current CET Assessment System integrates this assessment effort into its monitoring phase.

The plans define objectives that reflect CET Program Benchmarks whenever possible. Data collected to verify that the unit is meeting these objectives is aggregated within and across courses, as required by the objectives' measures.

The cycle for these plans runs annually. Objectives are determined during the spring semester for the following year's cycle. The results from the previous year's objectives are evaluated each spring as well. The university assessment coordinator and university assessment committee evaluate the assessment plans, objectives, measures, rubrics, and results. Department Assessment Plans are available in Exhibit 2.2 - 2.9. The analyses of the plans are found in Exhibit 2.10.

- The CET Environmental Files provide data from various sources. These files typically focus on curricular and unit operational data. At this time these files are not incorporated into the CIDS but inform the decision cycle, decision points, or unit operation analyses. The CET Environmental Files are indexed in Exhibit 2.11.

Exhibit 2.12 illustrates a visual titled "The CET Assessment Star" which is helpful in understanding the interrelationship of the five components.

The remainder of element one's narrative addresses the various CET Assessment System features including participation in the development of the system, the foundation of the system, alignment of initial licensure programs with state and national standards, the decision points of the system, the participatory decision progression, managing sources of bias, and future developments for the CET Assessment System.

Participation in the Development of the CET Assessment System

The assessment system was developed over a period of years with the involvement of the professional education community and is now being implemented. All faculty members within the unit were engaged in developing a system of student learning assessment for over a decade, as described in the section on development of the conceptual framework. Input from public school personnel was taken into account in the development of program and student teaching admission, and program completion requirements. Since the development of the conceptual framework in 1996, the unit has aligned assessment activities and criteria, including course assignments and projects. The unit further aligned summative evaluation measures and criteria to evaluate the preparation of educators (teachers, counselors, and administrators) with state competencies as well as national standards (Exhibit 1.1 Curriculum Folios; Exhibit 2.13: Alternative Licensure Packets; Exhibit 2.14: Education Administration Internship Packet; Exhibit 2.15: School Guidance Counselor Internship Packet; Exhibit 2.16: Final Evaluations of Student Teaching Forms). In fall 2002, each department in the unit developed departmental assessment plans that align with state competencies and professional standards. The plans indicate how the data addresses student learning. Those plans were implemented spring 2003 and departments analyzed initial data and submitted assessment reports in fall 2003. Prior to development of departmental plans, many of the unit's faculty participated in workshops on developing classroom-based assessments offered by the university's Assessment Resource Office (ARO).

Development of the current system began in fall 2004, was refined throughout the 2005–06 academic year, and implemented during the spring 2006 semester. Data collection and system revision has continued since its implementation.

The college's Assessment and Accreditation Committee directed the development of the current assessment system. This committee is composed of faculty representatives from throughout the college who were involved in initial and advanced licensure preparation programs. A number of others from the professional education community have been asked to review and provide input into the development of the assessment system. These groups include but are not limited to:

- The Teacher Education Advisory Council (TEAC) – This group represents faculty representatives from all arts and sciences as well as business that sponsor endorsement programs.
- The CET Advisory Council – This group is the governing body of the CET. Its membership includes the dean, department chairs, graduate coordinators, Coordinator of Teacher Education, the director of the Center for Teaching Excellence (CTE), and the director of CET Outreach.
- ENMERC – This consortium represents eleven area school districts in the immediate ENMU service area including Portales and Clovis school districts.
- The Dean's Ad Hoc Assessment Committee – This group was formed to review initiatives originating out of the dean's office. The dean, CET Assessment Coordinator, and Coordinator of Teacher Education participate.
- The Dean's Council – This body is the advisory council to the Office of the Vice President for Academic Affairs.

The Assessment and Accreditation Committee finalized the current version of the assessment system protocol during the fall 2006 semester. The assessment system protocol was also presented and accepted by the CET Advisory Council and the TEAC. The Assessment and Accreditation Committee agendas and minutes are found in Exhibit 2.17.

The Foundation of the System

A thorough explanation of how the conceptual framework provides the foundation of the CET Assessment System is given in the conceptual framework section of the introductory narrative.

The relationship between the CET Conceptual Framework and the CET Assessment System is reflected in all licensure and endorsement coursework. The following statement or a similar declaration is included in the syllabi of all courses leading to initial or advanced licensure programs. This statement represents the linkage between the TREC model and the various benchmarks identified within the assessment system.

The Eastern New Mexico University College of Education and Technology views itself and its constituents as a community of learners, involved in an on-going journey of investigation. This course reinforces the vision that the CET has a strong commitment to the preparation of life-long learners who are continuously involved in professional growth, learning, and development.

Continuous learning is seen as a long-term collaborative journey, or TREC (Theory, Research, Effective Practices, and Commitment). This learning journey is unique, while it leads to a sense of empowerment based upon the context of the high plains of the southwest; much of the journey is marked by means of various measures or benchmarks along the way.

In this course the significance of the learning journey or T.R.E.C is measured by... (faculty fill in the related assessment processes).

The purpose of this statement is to explicitly connect student learning to the conceptual framework and inform the students about the assessment processes identified in the CET Assessment System.

Alignment of Initial Licensure Programs with State and National Standards

Exhibit 2.18 is the ENMU Alignment Table that consolidates and illustrates the relationship of state and national standards that initial ENMU CET teacher education candidates meet. The table includes the alignment of state and ENMU CET competencies, the NCATE Standard 1 elements, and The Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS).

The Decision Points of the System

There are two parts of the CET Assessment System that guide candidate and unit proficiency results. Decisions are based upon the identification of decision points for candidate advancement and the CET participatory decision cycle. Each element is further developed in the following narrative.

Decision Points

A candidate meets the standards to transition to a higher developmental level in professional preparation at three decision points. These decision points are based on performance data 1) for admission to the program, 2) at specific points during the program to monitor progress into a culminating field experience, and 3) upon exit or completion of requirements for all students. Each CET program displays benchmark measures (i.e. New Mexico Teacher Assessment (NMTA) scores) in the CET Program Benchmarks portion of the system that describes data considered at each decision point.

The CET Participatory Decision Process

The ENMU CET follows an informal-participatory decision making process that produces changes in coursework, programs, policy, or unit operations. Most of the unit’s decisions are based on a feedback loop, where changes are seamless, constant, and a matter of “business-as-usual.” The following elaboration of the decision making process provides an organizer for the various needs in establishing a rigorous assessment culture.

| Decision Making Process |
|---|
| <p>1. Input—The cycle begins with the input phase of a decision. Performance measures of candidates, employer surveys, the Teacher Education Exit Survey, faculty wisdom, and unit data provide primary sources of information. Other data is received through external influences such as national and state standards or regulations, national learned society requirements, and internal strategic planning .</p> |
| <p>2. Data Collection—Data received is collected by any individual, department, standing CET committee, TEP office, the Dean’s office, faculty senate, university office, or state office. Admissions and exit data are collected in the Candidate Information Data System (CIDS).</p> |
| <p>3. Questions Posed—Any CET faculty member, staff or committee poses the questions that drive a design for an analysis. Responsibility for research questions may originate from individual faculty members, the Dean’s office, departments, programs, various campus sites, the legislature, state department, or the</p> |

Assessment and Accreditation Committee. The CET Assessment System informs this process. Questions may have a direct relationship to individual candidate performance, student learning, program competency, or outcome standards.

4. **Data Analysis**—Staff and/or faculty perform the data runs and interpret the data based upon the questions posed. Data may be analyzed for any number of candidates, measures, courses, program components, whole programs, or assignments. Conclusions are determined by the responsible individual, office, committee or campus.*

5. **Validation of Results**—The responsible party reviews the conclusions from the analysis. The same party also reviews the conclusions for the purpose of validating the measurements and instrumentation for bias, fairness, accuracy, and consistency.

6. **Implications and Recommendations**—Based upon valid and reliable conclusions the appropriate party makes recommendations for course, program, or policy changes. The departments assume the responsibility for forwarding proposals between and among related university and CET committees to support participatory decision making and CET approval. The Dean is responsible for leading proposals through the university and state approval processes.

7. **Implementation**—The approved proposals are implemented within the respective programs. Each department is required to use the university approved guidelines for curricular revisions. Each department is required to use the state department's guidelines for approved licensure and endorsement programs.

8. **Output**—Data begins to emerge from the changes and are shared for consideration during the next cycle of analysis.

*Note: This system recommends that each measure contain a rubric/scale with further expectations and accountability criteria for measures placed into the system. These rubrics are embedded into the measures of the system and may be used in any data analysis process.

Managing Sources of Bias

The CET Assessment Systems recognizes that procedures need to be utilized to reduce sources of bias in the performance assessments of candidates' mastery of knowledge, skills, and dispositions. All assessments identified in the assessment system have been aligned with the conceptual framework TREC and have met the initial step in establishing reliability and validity.

Assessments are monitored for fairness, accuracy, and consistency. These analyses are accomplished by independent groups (i.e. TEP office, program faculty, etc), but the results are applicable into every aspect of coursework, programs, and unit operations. Individual faculty members are responsible for the validating coursework assessments. Program/department faculty is responsible for the validation of overall program assessments. The Coordinator for Teacher Education Program is responsible for admissions and exit assessments in conjunction with teacher education faculty members. The dean is responsible for the accuracy of unit operation assessments.

Future Developments for the CET Assessment System

The central purpose of a college wide assessment system is to collect information to assure that student performance, faculty performance, and unit operations are continuously improving. The current CET Assessment System is a novice system which will naturally evolve as a tool to inform all aspects of the unit. The following points will be suggested in unit strategic and operational planning in the future.

- Incorporate more data sets into the database
 - o Incorporate separate candidate dispositional data
 - o AACTE/NCATE Annual Report Data
 - o Annual Performance Evaluation (APE) data
 - o EBI TEES data
 - o Employer Survey Data
- Include more data from advanced programs
- Create a tighter alignment of program benchmark measures with department assessment plans
- Improve the performance evaluation of department assessment plans
- Include online survey instruments similar to the EBI TEES
- Provide CET Departmental Plans as examples for academic area endorsements
- Access NMPED employment data to track the performance of all ENMU graduates

Element Two: Data Collection, Analysis, and Evaluation

Implementation of the System

The assessment of initial candidate performance, program effectiveness, and unit operation is coordinated through the dean’s office with assistance from the CET Assessment Coordinator. Although these positions provide direction and support for the assessment system, the faculty is responsible for developing and implementing the assessment system in individual programs.

The protocol and program benchmark measures of the CET Assessment System articulates how data collection, analysis, and evaluation of multiple sets of internal and external data is an ongoing process from admission, program completion, and the first year of in-service practice. Data collection, analysis, and evaluation are also cyclical based upon the nature of the data as indicated in Table 2.1. For example, exit teacher education data is utilized on a yearly basis to determine unit effectiveness in student teaching and to inform faculty about curriculum gaps and strengths. The Faculty Evaluation Committee (FEC) and Annual Performance Evaluation (APE) processes are annual reviews to ascertain the performance of faculty in regard to continuous improvements in teaching, service, and scholarship. The department assessment plan objectives and measures are reviewed annually to determine the strengths and gaps of curricular issues within programs of the departments.

The dean’s office has implemented processes for collecting, analyzing, and reporting data on initial and advanced candidate performance, program effectiveness, and unit operations. Table 2.1 provides a number of procedures and sources of data.

| Procedures and Sources of Data | | |
|--|-------------------------|---|
| Type of Data/Reporting Procedure | Frequency of Collection | Responsible Positions |
| Employer Survey of graduates and employers | Every Spring | Dean’s Office |
| Evaluation of candidate field experiences | Each semester | –Faculty –PK-12 supervisors –Respective school administrators –TEP Coordinator |
| Student Evaluations of Teaching | Each semester | Dean’s office and Office of Planning Services |
| Evaluation of faculty and courses | Annually | –Faculty Evaluation Committees –Department Chairs |

| | | |
|--|---------------|---|
| | | <ul style="list-style-type: none"> -Annual Performance Evaluations by Chairs -Dean -VPAA |
| Conceptual framework and NMPED competencies | As needed | <ul style="list-style-type: none"> -Dean -Assessment and Accreditation Committee |
| Program Benchmark Measures | Each Spring | <ul style="list-style-type: none"> -Department Chairs -Program Faculty -CET Assessment Coordinator |
| Evaluation of Student Teaching Performances | Each Semester | Teacher Education Program (TEP) Coordinator |
| Evaluation of Student Teaching Supervisors | Each Semester | TEP Coordinator |
| EBI Teacher Education Exit Survey | Each Semester | <ul style="list-style-type: none"> -TEP Coordinator -Dean's Office |
| Program Completers for Title II | Each Spring | TEP Coordinator |
| Evaluation of Admissions and Exit Requirements | Each Semester | <ul style="list-style-type: none"> -TEP Coordinator -UARC -Graduate Coordinators -GARC |
| AACTE/NCATE Annual Reports | Annually | <ul style="list-style-type: none"> -Dean -TEP Coordinator -Institutional Research Office |
| Review of the CET Assessment Protocol | Annually | <ul style="list-style-type: none"> -Dean -Assessment and Accreditation Committee |
| University Sources | | |

| Type of Data/Reporting Procedure | Frequency of Collection | Responsible Position |
|--|-------------------------|--|
| Review of CET Strategic Planning | Annual | Dean CET Advisory Council |
| University Evaluation of Department Assessment Plans | Annual | -Assessment Resource Office -University Assessment Coordinator -CET Assessment Coordinator |
| Department Chair Evaluations | Annual | -Dean -Department Faculty |
| University Administrator Evaluation | Annual | Faculty Senate |
| Enrollment Data by Student Credit Hours and Head Count | Each Semester | Institutional Research Office |
| Program Review | Every 5 Years | VPAA office |
| Data Collected from Local Advisory Groups | | |
| Type of Data/Reporting Procedure | Frequency of Collection | Responsible Position |
| Field Experiences | Each Semester | -TEAC -UARC -ENMERC/SNMERC |
| Administrative Procedures | Bimonthly and Annual | -CET Advisory Council -Faculty Senate Evaluation |
| CET Programs and Administrative Procedures | Bimonthly | -Dean's Council -VPAA |
| Distribution of Information to CET | Bimonthly | CET Advisory Council |
| External Sources of Data | | |

| Type of Data/Reporting Procedure | Frequency of Collection | Responsible Position |
|--|-------------------------------|--|
| Program Content, Assessments, and Protocol | As Specified | National and State Accrediting Organizations |
| Program Content, Assessments, and Protocol | Every 7 years or as specified | -NMPED -NCATE |
| New Mexico Teacher Assessments | Each Semester | TEP |

The CET leadership team composed of the Dean of Education, CET Assessment Coordinator, Coordinator of TEP, Department Chairs, Graduate Coordinators or their designees are responsible for the input, output, and storage of data from various sources identified throughout the system. These same positions are responsible for monitoring the flow of activity and ultimate actions for recommendations coming from the system.

In general, after specific data are collected (i.e. admissions, faculty evaluation, program/department assessment plans, student teaching, employer survey, student satisfaction, etc.) the specific review processes are determined and the appropriate committee or individuals are given access to the data. The responsible person, program, department, committee or individual then summarizes the data through the decision making process to arrive at appropriate conclusions, implications, and possible recommendations for unit operations, curricular revision, assessment revision, or policy changes. All actions follow an approval process taking recommendations to the appropriate public constituents, program faculty, department, committee, faculty group, and on to the appropriate university or state approval bodies.

The teacher education faculty and the Undergraduate Admissions and Retention Committee (UARC) are typically the deciding bodies for undergraduate initial licensure programs. The charter for this body is found in Exhibit 2.19. The graduate faculty and the Graduate Admissions and Retention Committee (GARC) are the deciding bodies for advanced licensure programs. The charter for this body is found in Exhibit 2.20.

Complaints

The unit responds to formal candidate complaints and if necessary documents the resolutions. These data are compiled, summarized, and analyzed as needed to improve candidate performance, program quality, and unit operations.

Depending on the nature of complaints, they may be submitted to either the Coordinator of the TEP, department chairs, graduate coordinators, or the dean, each of whom either responds to the complaint or refers the complaint to the appropriate committee (i.e., the Undergraduate Admissions and Retention Committee or the Graduate Admissions and Retention Committee).

Complaints relevant to program operations may be considered by the CET Council, department faculty, or graduate faculty. Resolution of complaints by those committees or departments is recorded in the minutes of the meetings (Exhibit 2.21: Minutes of Departmental Meetings; Exhibit 2.22: Minutes of Graduate Faculty Meetings; Exhibit 2.23: Minutes of the CET Council). If the complaint concerns a faculty member's performance, the department chair or dean handles the matter in confidential sessions. Candidates who choose not to speak to one of these administrators often choose to express their complaints on the course and faculty evaluation form completed in each course. The Faculty Evaluation Committee reviews such comments as part of the annual evaluations of resource and tenure-track faculty.

The unit follows a decades-old procedure, which is included in the Undergraduate Catalog (Exhibit 2.24) and the undergraduate Student Handbook (Exhibit 2.25), to handle candidates' appeals of admission decisions. At the initial level, when any candidate believes or has evidence that she or he has been unfairly denied admission either to a licensure program or to student teaching, the candidate may file a formal appeal with the Undergraduate Admissions and Retention Committee. A candidate who has been denied admission to an advanced program may file an appeal with the Graduate Admissions and Retention Committee. Documentation of resolution of those appeals may be found in the minutes of those committee meetings (Exhibit 2.26: Minutes of the Undergraduate Admissions and Retention Committee; Exhibit 2.27: Minutes of the Graduate Admission and Retention Committee).

Use of Information Technology

CIDS is the central database for the collection and analysis of admissions and exit data for initial and advanced licensure programs. It is fully integrated into the university's SCT Banner System. Faculty have read only access to the database while selected staff have input capability. University IT staff assist the dean's office with running queries given a well defined statement created by faculty, committees, or programs interested in an analysis. CET also enjoys shared network space on the M drive for the CET Environmental Files and other important unit documents. Faculty and staff have read only access to the environmental files. Shared file documents are organized and monitored by the dean's office.

The CET is highly interested in and has encouraged the university to finalize the CAPP Banner module to automate degree plans. This module has the capability of improving access to up-to-date degree plans which potentially enhances student advisement. The inclusion of online survey instruments similar to the EBI TEES is also being explored.

Element Three: Use of Data for Program Improvement

The ultimate evidence of candidates successfully moving on "a learning journey for an empowered voice" is founded on a comprehensive assessment system. Through various reports of assessment data; the CET, programs, departments, committees, or councils use assessment data to reflect on candidate and faculty performance and to initiate program changes where needed. These processes ensure program improvement without adverse consequences to either candidates or programs.

Numerous examples, elaborated below, demonstrate the effectiveness of the CET Assessment System. These examples demonstrate the assessment of candidates, faculty, the unit, instrumentation, and program performance across the campus. They include but are not limited to:

- Annual TEP Analysis Process,
- Dean's Faculty Evaluation Conclusions and Recommendations,
- Legislative Finance Committee (LFC) Audit,
- Managing Sources of Biases, and
- NMTA Content Test Analysis

Annual TEP Analysis Process

On November 3, 2006, the 1st Annual TEP analysis was initiated. The purpose of this event was to establish an annual fall session to explore accumulated TEP licensure data for use in department assessment plans, curricular revision, program evaluation, and other assessment or accountability purposes. A fall session is preferred over spring due to the time needed to recommend revisions and incorporate these findings into department assessment plans and catalog revisions which happen later in the spring semester.

Various summaries of measures and sources of information were included for analysis. These include but are not limited to:

- EBI Teacher Education Exit Survey – This national survey concerns student satisfaction with common teacher education factors (N=14). It is aligned to the NCATE standards (Exhibit 2.28),
- Student teaching performance scores were compiled from the last three semesters from joint cooperating teacher and university supervisor observations (Exhibit 2.29-2.32),
- 2004–2005 Employer Survey for Teachers, Counselors, and Administrators (Exhibit 2.33),
- Benchmark measures identified in the Department Assessment Plans (Exhibit 2.34),
- Anecdotal evidence from faculty perspective and expertise.

This half day event followed a planned process of analysis and feedback. The agenda and procedures are found in Exhibit 2.35. Following the meeting, the Dean's Ad Hoc Assessment Advisory Group met to review the results, draw conclusions, and formulate implications for change. The worksheet for this session is found in Exhibit 2.36.

The Ad Hoc group then drew up a proposal that contained three basic revisions for the TEP student teaching experience. In essence the recommendations include the revision of student teaching seminars to strengthen certain competencies, the revision of student teaching expectations to provide more focus on student learning, and the revision of the student teaching supervision model relevant to revised student teaching expectations. A proposal to the UARC, dated December 15, 2006, further describing these revisions is found in Exhibit 2.37.

The UARC is charged with taking the proposals back to the teacher education faculty for input. Feedback is expected throughout spring 2007 UARC meetings.

The Dean's Faculty Evaluation Conclusions

The single most critical factor in assessing unit operations is in the evaluation of faculty performance. The current dean's administration began in spring 2005. The timeline for faculty evaluations for new hires was immediate. See Exhibit 2.38 for the 2005 Faculty Evaluation timeline. The dean took this opportunity to communicate his perception of faculty expectations for rigor versus expected responsibilities in the FEC and APE processes. The FEC is the process of faculty review for promotion and tenure. The APE is a tool that keeps track of faculty performance in teaching, service, and scholarship on an annual basis. The dean's document titled "The Dean's Expectations for FEC and APE Documentation" (Exhibit 2.39) recognizes an understanding of the commonalities and differences of the four departmental FEC guidelines.

This document informed the FEC process by taking into account different FEC guidelines (Exhibit 2.40-2.43) and critical differences in departmental philosophy and expectations. The new document gave the faculty an idea of how the dean levels the playing field for all CET faculty members. This document also had meaning for the APE process describing the rubric by which the dean would evaluate faculty APE claims and distribute performance pay.

The dean has now completed two cycles of the FEC and APE processes. Please refer to Exhibit 2.44 and 2.45 to see the summary of data for 2005 and 2006. The dean's aggregate findings from the processes and data follow.

Overall Findings

1. CET faculty behavior reflects the teaching and learning focus of the university's mission by the amount of time and effort dedicated toward teaching and service activities.
2. CET scholarship activities reflect the rigor of research expected of a research institution.

Teaching Performance

1. The CET emphasis in distance education contributes to the number of new course developments and significant WebCt revisions.
2. The amount of involvement of CET faculty in student organizations reflects their commitment to student collegiality and student centered instruction.
3. Advisement has increased in importance and need since the departure of the records clerks.

Scholarship Performance

1. Regional and local presentations and web publications provide the most impact on the profession through scholarship activity.
2. The number of published articles reflects the emphasis of three departments with more traditional promotion and tenure requirements.

3. Web documents are becoming increasingly popular, but may not reflect the rigor of paper publications.

Service Performance

1. The amount of volunteerism reflects the college's emphasis on having ENMU represented at state and regional meetings.
2. The large number of committee memberships represents the involvement of CET faculty across campus. Teacher education and CET faculty are well represented and provide an informed voice.
3. There is a good amount of shared leadership in the CET. This is critical to the expansion of distance education, success of accreditation, and encouraging a unified college culture.
4. The CET faculty is significantly involved with community collaboration, collegiality, and local learning communities.

These findings indicate the CET's uniqueness. Faculty dedicate time and effort to enhance their areas of expertise through rigorous scholarship activity while maintaining the institution's primary mission toward teaching and service. In addition it appears that the current FEC and APE processes have assisted faculty in expanding their influence at the state level, growing professionally, demonstrating generative leadership, and enhancing the university and college's credibility.

The Legislative Finance Committee Audit

On June 22, 2006, the five New Mexico four-year institutions that sponsor initial teacher education licensure programs were informed that the New Mexico Legislative Finance Committee (LFC) staff was charged with conducting an audit of program characteristics and effectiveness. This required the reporting of program data in a standardized template to allow the LFC to define criteria for effectiveness and make legislative recommendations.

The discussion of operational definitions, common data sets, and reporting format was intense and taxed each institution's assessment system and institutional research resources. The objectives of the report called for data from various sources, including but not limited to university/college budgets, revenues of initial licensure coursework, faculty resources for initial licensure courses, NMTA results, program completer data, shortage area program completers, and field experience hours. The CET Assessment System responded well to the requests for data. The report was submitted to the LFC on November 17, 2006.

The education deans of New Mexico collaborated on the delivery of the data and ultimately on legislative recommendations coming from the audit's findings (Exhibit 2.46). In essence, the audit determined that teacher education programs are under-funded, which leads to deficiencies in programming. The ENMU response to the audit is found in Exhibit 2.47. The complete audit is found in Exhibit 2.48.

Interestingly, a review of the New Mexico dean's legislative proposals (listed in Standard Two exhibits) generated as a response to the LFC audit and the revisions found in the ENMU TEP

proposal (Exhibit 2.37) has a noticeable common perspective. This comparison implies that the revisions suggested in-house align with the state's overall concern about teacher quality.

Managing Sources of Biases

Assessments identified in the system have been aligned with the conceptual framework TREC and have met the initial step in establishing reliability and validity. Issues of fairness, accuracy, and consistency are constantly considered. The following steps have been taken to reduce sources of bias in the performance assessments of candidates' mastery of knowledge, skills, and dispositions.

- Scoring rubrics are developed for the consistency of classroom assessments and are included in course syllabi or distributed in class as stipulated in the standardized course syllabus format (Exhibit 2.49: Standardized Syllabus Format).
- The Elementary Education Rubric (Exhibit 2.50) is based upon the state competencies for beginning teachers. It was developed through a collaborative effort with elementary school personnel and field tested with practicum and student teachers.
- The Final Evaluation Forms for secondary and special education licensure students were aligned with the state's competencies for beginning teachers and field-tested by university supervisors and cooperating teachers for two semesters. The current forms have incorporated feedback regarding administration, scoring, and face validity.
- To help ensure reliability in evaluation of student teachers, the TEP conducts a 3-hour orientation session at the beginning of each semester for university cooperating teachers. The unit is exploring the feasibility of requiring cooperating teachers to attend a 1 credit hour seminar course designed in part to increase the inter-rater reliability of their observations and evaluations.
- Student teaching supervisors and cooperating teachers in field-based and clinical experiences must observe candidates on multiple occasions, which help ensure reliability.
- The Undergraduate Admissions and Retention Committee has implemented a policy to help address possible bias in the New Mexico Teacher Assessments that allows the unit to consider academic performance in classes as measured by grade and grade point averages as a means of counterbalancing low test scores. Candidates whose low test scores are at variance with high course grades may elect to be placed on a remediation or a growth plan aimed at enhancing either knowledge (by enrolling in additional courses) or test-taking skills, or both, to help raise test scores.
- The UARC has implemented a procedure whereby non-traditional candidates with inadequate overall grade point averages may be allowed to continue in the program as they fulfill conditions stipulated on a personalized remediation plan developed by the UARC and supervised by the Coordinator of Teacher Education Program. (Exhibit 2.51: Remediation Plans)
- The student teaching data, reviewed in 2006, was established on a scale of 1 to 4 with 4 being the highest. Unfortunately this data is not variable enough to statistically determine

significant differences in performance. The revision of the scale to include more variance within a 4 point spread is currently under consideration.

New Mexico Teacher Assessment (NMTA) Content Test Analysis

The ENMU scores from the math, science, and social science New Mexico Teacher Assessment content tests are the lowest or next to lowest in the state since the implementation of the content tests (Exhibit 2.52). Due to this trend, an ad hoc task force was convened by the dean of education to identify the source(s). The task force focused on three key areas. First, the NMPED frameworks, competencies, and sample tests were reviewed by experts for validity of content. Secondly, each discipline examined a three year period of test scores by students who took the tests. Finally the task force members; Dr. Robert Pierce (science), Dr. Shelly McMillan (math), Dr. Gerald Gies (social science), the dean, and TEP coordinator had lengthy discussions on all topics explored. The task force met twice with the VPAA and President and supplied a report to the Board of Regents.

The task force ascertained the following findings.

- Each representative stated with full confidence that the current approved programs for secondary education endorsements are aligned with the test frameworks provided by National Evaluation Systems (NES), with the current NMPED competencies, and sample tests.
- Communications about competencies, regulations, and NMTA scores have not been consistently made available by the Teacher Education Program office.
- Conflicting advisement appears to be coming from the CET. For example, a second endorsement area is not required for initial licensure. However, most students are encouraged to take a second endorsement test regardless of coursework in the content area to obtain an endorsement. This is possible through a NMPED regulation that allows testing to preempt completion of endorsement coursework.
- Course substitutions within the social science endorsements increase the probability of competency/content gaps.
- Test questions are focused on application and transfer of knowledge and skills, not memorization. Campus courses tend to focus on factual knowledge not critical thinking.
- Other New Mexico regional university programs have “gate keepers” who discourage students from taking content tests before completing the curriculum. ENMU has no such limitation on students.
- Secondary math students appear to perform poorer in statistics.
- Results are more indicative of program quality if non-majors/minors are removed from the data. Non-majors and minors do not typically have the necessary coursework to be qualified to take the test. For example, majors and minors passed the test for math at a 90% rate compared to the 67% published for all test-takers. The major and minors in science passed with a rate of 73% compared to the 58% published.

From these findings the task force arrived at two conclusions. It appears the two major problems with ENMU scores are: 1) non-major/minor students are failing the tests, and 2) there is conflicting advisement. Therefore, action will be taken to:

1. Determine “corrected pass rates” by the three departments (and all others) following each test administration. A “corrected pass rate” is created by factoring out the non-major or non-minor students from the data.
 - This database will factor out non-majors and others not qualifying to take the test. A qualified candidate is within 3-9 hours of completing the required content area coursework for the endorsement.
 - This data will be provided by the TEP office after each test administration.
 - The “corrected pass rate” will be utilized in department and CET assessment plans for program revisions.
2. Advisement changes will occur.
 - Revise TEP catalog language and advisement materials to discourage unqualified students from taking any test without course preparation.
 - Create a TEAC resolution that restricts substitutions in endorsement programs.
 - The TEP office will become more forward in monitoring advisement and publications. The TEP will provide test result information to the respective academic departments. The departments will then adjust the data by removing the non-majors and non-minors from the list. The TEP office will then calculate the corrected pass rate and communicate these findings back to advisors.
3. The math department has proposed through TEAC that the secondary endorsement be revised by substituting a statistics course for calculus III. Exhibit 2.53 explains this change.

The minutes and proceedings of the NMTA task force are found in Exhibit 2.54.

Examples of Actions from Department Assessment Plan Reviews

Each department has participated in the university/department assessment plans for the last two years. Exhibit 2.55 lists the actions that have been made as a result of programmatic and/or department reviews of their respective objectives. The ES department sponsors licensure in special education, secondary education, counseling, and educational administration. The C&I department sponsors licensure in elementary education. They also support endorsements in reading, TESOL, and bilingual education. FCSEA sponsors licensure in early childhood education and professional technical education. They sponsor endorsements in family and consumer science and agriculture. HPE sponsors K-12 licensure and an endorsement in physical education.

The assessment practices delineated in this report support the university and college’s claim that there is an appropriate assessment system and developing culture implemented in the CET. This

culture is substantiated through evidence stated throughout Standard Two. There is evidence in Element 1 that the CET has a systemic and comprehensive assessment system. There is evidence in Element 2 that data collection, analysis, and evaluation processes are implemented. Finally, there is evidence in Element 3 that the university and college's commitment to continuous improvement has resulted in certain analyzes and revisions of the curriculum and unit operations.