INSTITUTIONAL REPORT FOR A FOCUSED VISIT

ADVANCED PROGRAMS

Eastern New Mexico University
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TABLE OF CONTENTS

List of Tables

I. Overview and Conceptual Framework

I.1 Summarize the institution's mission, historical context, and unique characteristics (e.g., land grant, HBCU or religious). [4,000 characters]

The mission statement of Eastern New Mexico University (ENMU) reflects its focus to prepare students for careers and advanced study, impart citizenship and leadership skills and values; support the role of education and excellent teaching at all levels, and enable citizens to respond to a rapidly changing world (see Exhibit CF 1 University Vision and Mission Statement). Specifically, the mission statement states ENMU "combines a traditional learning environment with twenty-first century technology to provide a rich educational experience." The emphases are on liberal learning, freedom of inquiry, cultural diversity, cultural enrichment, active learning, and whole student life. Scholarship, service, and excellent teaching are earmarks of the University community. A vision statement that articulates what the institution desires to become accompanies the mission statement. This vision of excellence is based on student success, in and out of the classroom. To ensure student success, the vision statement stresses stimulating classroom experiences, individual academic advising, participation in meaningful research, cultural awareness and sensitivity, and strenuous academic dialog and debate. Faculty members are called to be mentors to students, to pursue professional development opportunities that enhance their skills and knowledge, to engage in research, and to pursue challenging academic goals (see Exhibit CF 2 Graduate Catalogs).

ENMU was founded as a teachers' college. In 1912 the New Mexico Constitution called for "a normal school, which shall be established by the Legislature" on the eastern side of the state. During the 1927 session, the legislature decided to locate the school in Portales and Eastern NM Junior College in Portales admitted its first students in 1934. Students enrolled in teacher education and business programs. In 1940 it became a four-year institution and was accredited by the North Central Association of Colleges and Secondary Schools in 1946-47. In 1949 graduate programs were added. ENMU-Roswell was established in 1949 and the Ruidoso branch opened in 1991. The school was renamed Eastern New Mexico University in 1955. In 1999, ENMU became a federally designated Hispanic-Serving Institution.

Though the youngest state-supported four-year institution, ENMU is the third largest four-year institution in NM. It has the reputation of providing low-cost, high-quality liberal arts based education with a full range of student services. Educational programs are offered at the main campus in Portales and the branch campuses in Roswell and Ruidoso. Programs are also delivered by interactive distance education. The University is heavily committed to distance education, offering undergraduate and graduate degrees online. The University has seen sustained growth between 2001 and 2011, from 3,583 to 5,574, respectively. The average headcount for this decade is 4,322, the FTE is 3,133. The percent increase from 2001 to 2011 is over 55%. The student to faculty ratio in fall 2012 was 17:1; average class size for lower, upper, and graduate courses in 2012 was 20.5, 13.1, and 9.4, respectively.

ENMU's primary service area includes the southeastern counties of NM and the adjacent portions of west TX. The area is predominantly rural and relatively poor. NM has the third highest poverty rate in the US. The service area also has a large, growing Hispanic population. These demographics are reflected in the characteristics of ENMU's study body. In 2012, the student body was approximately 56% undergraduate female and 70% graduate female; 49% white,33% Hispanic; and 77% of undergraduates received some form of financial aid. The students have become increasingly diverse over the years; the Hispanic population has grown from 27.3% in

2001 to 32.8% in 2012. The students are also better prepared; with the average ACT score for first-year students rising from 19.07 in 2005 to 20.19 in 2011.

I.2 Summarize the professional education unit at your institution, its mission, and its relationship to other units at the institution that are involved in preparation of professional educators. [2,000 characters]

The College of Education and Technology (CET) is the professional education unit at ENMU with the primary responsibility for the preparation of school personnel. The unit is led by a dean with four departments, each with a department chair: Curriculum and Instruction, Educational Studies, Family Consumer Sciences and Agriculture, and Health and Physical Education. The CET is the second largest college at ENMU, growing more than 10% from 2000 to 2011. It boasts the largest graduate enrollment of any college. The graduate program has grown from 377 students in 2002 to 510 in fall 2012. This number is an underestimate of the actual total due to the fact that a majority of TESOL students do not formally declare in the education graduate program.

The mission of the unit is to "prepare students to become effective educators who are collaborative, informed, reflective decision-makers, sensitive to diversity among individuals. Faculty members within the unit provide quality educational experiences through coaching, cooperative and collaborative projects, close student-faculty relationships, and innovative classroom methods and materials, including educational technologies."

The unit works closely with other colleges and programs at ENMU to ensure quality preparation of professional educators. The secondary education program has strong relationships with numerous academic programs in the College of Fine Arts and College of Liberal Arts and Sciences, working with faculty to develop high quality secondary teacher preparation opportunities. In delivering distance education courses, the unit has a collegial relationship with the Office of Distance Education. All of the teacher education advanced programs and the education administration masters are completely online.

I.3 Summarize programs offered at initial and advanced preparation levels (including off-campus, distance learning, and alternative route programs), status of state approval, national recognition, and if applicable, findings of other national accreditation associations related to the preparation of education professionals [2,000 characters].

Table CF.1 summarizes advanced programs within the unit and their review status with applicable accrediting agencies.

Table CF.1
Advanced Preparation Programs and Their Review Status

Program	Award Level	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE
Masters of Education in:	M. Ed.					
Bilingual Education	Emphasis	3	NCATE			
Elementary Education	Emphasis	40	NCATE			
Education Technology	Emphasis	8	NCATE			
ESL	Emphasis	6	NCATE			
Literacy/Reading	Emphasis	30	NCATE			
Pedagogy & Lrng	Emphasis	42	NCATE			
PTE	Emphasis	31	NCATE			
Secondary Education	Emphasis	59	NCATE			
Undeclared emphasis		1				
Masters of Education in Educational Adm	Advanced Licensure	85	NMPED NCATE		Approved	
Master of Education in School Guidance	Advanced Licensure	8	NMPED NCATE		Approved	
Masters in Special Education	M. Ed.					
Early Childhood Special Education	Emphasis	NA	NCATE			
General Special Education	Emphasis	54	NCATE			

The unit is committed to off-campus distance learning, and effective use of technology. The unit maintains strong partnerships with public school personnel through its Professional Development School at James Elementary School in Portales and its Professional Development site at Monterrey Elementary School in Roswell. James Elementary was among 20 professional development schools to participate in the development of the NCATE standards for professional development schools. The methods of distance delivery include online instruction, remote onsite instruction, and video conferencing. At the graduate level numerous courses and nine advanced degrees are offered online. Whatever the delivery mode, the unit faculty members present the

same content, provide the same level of interaction, and expect the same learning outcomes from distance candidates as they do for face-to-face candidates.

I.4 Summarize the basic tenets of the conceptual framework, institutional standards, and candidate proficiencies related to expected knowledge, skills, and professional dispositions. [6,000 characters]

The unit views itself and its various constituents as a community of learners, involved in an ongoing journey of investigation. This vision translates into a strong commitment to the preparation of lifelong learners who are involved in professional growth, learning, and development. The conceptual framework is based on the foundation of a long-term collaboration, referred to as TREC. TREC represents teacher preparation programs at both the initial and advanced levels that focus on "Theory and Research for Effective Practices and Commitment." This journey is unique; while it leads toward a common destination, much of its value lies in the stops that learners make along the way. This conceptual framework is the basis for assessing the desirability of certain broad qualities and characteristics of candidates in the various programs and the specific performance expectations for each degree or emphasis.

As reflected in the TREC conceptual framework, the unit believes that the work of educators and their preparation should be based on a foundation of theory and research leading to effective practices. To clearly understand this shared vision, it is helpful to look at each concept of TREC in more detail: theory, research, effective practices, and commitment. For more information, refer to exhibits CF 3 Theoretical Basis for TREC, CF 4 TREC Bibliography, and CF 5 Conceptual Framework Defined.

The conceptual framework includes theoretical tenets developed by educators and educational researchers that define effective ways of teaching, learning, and structuring and managing schools and schooling. This approach provides candidates with knowledge and proficiencies related to foundations, content, learners, processes, teaching strategies, technologies, diversity and global perspectives, and professionalism as stipulated in the NMPED competencies for educators.

Candidates gain an awareness of the role of research in developing and validating of educational theories, investigating educational problems and challenges, and implementing these findings in day-to-day problem-solving. Research is a central element of the CET's programs; candidates are guided to utilize the findings and methods of research in their work as educators. Throughout the journey, candidates reflect on what they have learned and experienced. They are continuously reconstructing their knowledge in light of new investigations and discoveries.

Complementing their investigations of theory and research, candidates see effective practices modeled by the University faculty and public school counterparts in their University classes and in classroom observations. These effective practices are shaped by theory and research, measured by state and national standards, and guided by knowledge and skills of the educational community during the preparation of candidates. The unit's ultimate gauge of its success is found in the candidates' ability to interpret and transfer theory and research to effective practices in authentic settings such as practica, internships, clinical settings, and field experiences.

The fourth leg of the TREC is commitment, a critical factor the present and future state of education. Commitment reflects the values of tolerance, persistence, compassion, trust, and collegiality. Candidates' allegiances to these values guide their response to issues of diversity, interactions with family and community, the demands of educational leadership, and professional and collegial relationships. Commitment is a learned behavior; faculty members model this

behavior and are responsible for creating an environment that encourages students' commitment to teaching.

Progress along the TREC is measured by various benchmarks from classroom-based to college-wide assessment. Assessments identified in each course mark the benchmarks of the journey (See Exhibit CF 6 Advanced Programs Syllabi). The unit's curriculum, its field experiences/internships, and the assessments throughout the program of study have been created to support the conceptual elements of the TREC theme. The conceptual framework is included in all syllabi and at the beginning of each semester; faculty members in the unit discuss TREC and its implications. In a very meaningful sense, TREC helps provide coherence in the CET's mission, curriculum, field experiences, and candidate assessments.

The TREC conceptual framework, institutional standards, and candidate proficiencies assure that professional dispositions address relevant competencies identified by NMPED, other accrediting associations, and learned societies. Commitment within this framework reflects the values of the CET that include: tolerance, persistence, compassion, professional development, trust, and collegiality. The unit's commitment to these values guides all decisions associated with diversity, leadership, collaborative relationships with families, colleagues, and community, and personal and professional development. Commitment additionally includes those characteristics identified as being essential elements to professional conduct. These more focused dispositions are intended to complement each program's dispositions. A full analysis of the dispositions is discussed in Standard 1.

1.5 Exhibits

The following list of Overview and Conceptual Framework exhibits is found on the ENMU CET website. Each exhibit is linked to the focus visit IR.

ENMU IR Exhibit Number	ENMU IR Exhibit Title	NCATE IR Exhibit Reference
NCATE is the only national accrediting body to accredit the advanced programs of the unit.		1.5.d
CF 1	University Vision and Mission Statement	
CF 2 a	Graduate Catalog 2010-12	1.5.a
CF 2 b	Graduate Catalog 2012-14	
CF 3	Theoretical Basis for TREC	1.5.c
CF 4	Theoretical Basis for the Conceptual Framework - Bibliography	1.5.c
CF 5	The Conceptual Framework Defined	
CF 6	Advanced Programs Syllabi	1.5.b,1.3.c

STANDARD 1. CANDIDATE KNOWLEDGE, SKILLS, AND PROFESSIONAL DISPOSITIONS
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the <u>content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn</u>. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1.   Candidate Knowledge, Skills, and Professional Dispositions

Advanced licensure and graduate programs at ENMU in the unit are categorized into four types of programs: continuing education degrees, professional development programs, other school personnel degrees, and alternative licensure. Table 1.1 illustrates the differences by degrees, governance, and description of programs. This review includes all programs except the alternative licensure programs, National Board, and High Plains Writing Project (HPWP) elective courses at the graduate level.

Table 1.1
CET Advanced Licensure and Graduate Programs

Continuing Education Degrees		
Degrees	**Description**	**Source of Standards**
Pedagogy and Learning	Interdisciplinary degree for Pk-12 licensed teachers	Not Applicable
Elementary Education	Advanced degree for licensed PK-8 teachers	NMPED Competencies
Bilingual Education	Advanced degree for licensed Pk-12 teachers	NMPED Competencies
English as a Second Language	Advanced degree for licensed Pk-12 teachers	NMPED Competencies
Reading/Literacy Education	Advanced degree for licensed Pk-12 teachers	International Reading Association
Educational Technology	Advanced degree for licensed Pk-12 teachers	NMPED Competencies and **International Society for Technology in Education**
Professional Technical Education	Advanced degree for licensed Pk-12 vocational education teachers	National Board for Professional Teaching Standards
Secondary Education	Advanced degree for 7-12 licensed teachers with variable content areas	Not Applicable
Special Education Pedagogy	Advanced degree for K-12 licensed teachers	Council for Exceptional Children
Special Education	Advanced degree for K-12 licensed teachers	Council for Exceptional Children
Early Childhood Special Education	Advanced degree for K-12 licensed teachers	Council for Exceptional Children Early Childhood Division
Professional Development Programs and Courses		
Programs	**Department of Governance**	**Description**
Teaching English to Students of Other Languages (TESOL)	12 graduate hour program approved for NMPED licensure	NMPED Competencies
Gifted Education	12 graduate hour program approved for NMPED licensure	NMPED Competencies

National Board Certification Courses	6 graduate hours of electives, not a program in this review	National Board Standards
High Plains Writing Project Courses	6 graduate hours of electives, not a program in this review	Not Applicable
Other School Personnel Degrees		
Degrees	**Source of Standards**	**Description**
Education Administration	Advanced licensure for Pk-12 teachers	NMPED Competencies
Counseling	Advanced licensure for Pk-12 teachers	NMPED Competencies
Initial Alternative Licensure		
Licensure Level	**Source of Standards**	**Description**
Elementary Education	Not subject to this review	NMPED Competencies
Secondary Education		NMPED Competencies
Special Education		NMPED Competencies

1.1.a   Content Knowledge for Teacher Candidates
Summarize processes for development and outcomes from key assessments based on candidates' demonstration of the content knowledge delineated in professional, state, and institutional standards.   [6,000 characters]

Content knowledge for graduate candidates demonstrates the professional knowledge and skills in their respective fields of study or licensure content areas. The unit considers research, writing, communication, and the candidates' CGPA to be core content indicators required of all advanced candidates. Most of content knowledge assessments are found in the core courses for the various degrees.

The NMPED folios (Exhibit 1.1) from each program contain specific information on the alignment of courses by professional standards, course assessments, and course pedagogies. Although the folios are not organized to address Standard 1 elements, content knowledge is inherent and assessed in all courses.

Various assessments throughout the transition points of each program validate this knowledge base. The advanced program transition points involve admission, core courses, major emphasis courses, exit measures, and transition to the classroom. Table 1.2a and 1.2b illustrate mastery of all programs in the Curriculum & Instruction (C&I) and Educational Studies (ES) departments as established in the 2012 Effectiveness Plans (EP).

Table 1.2a
Content Knowledge for C&I Programs

Curriculum and Instruction				
Transition Points	Course/Assessment	Results[1]	N	Semesters
Core	C&I 521: Teacher as Researcher -Action Research Project	88% Mastery	N= 49	F 11 Sp 12 Su 12 F12
Admission	Writing Proficiency Exam	mastery determined by advisors	All	F 11 Sp 12 Su 12 F12

Admission	CGPA	2.75 probationary 3.0 full admission	All	All
Exit	Comp Exam	91.2 % pass rate	N=295	F 08 - F 12

[1] Mastery is established at 80% proficiency on the assessment.

Table 1.2b
Content Knowledge for ES Programs

Educational Studies				
Transition Points	Course/Assessment	Results[1]	N	Semesters
Core	EDF 500/COUN 503 Educational Research - Research Proposal Paper	89% Mastery	N=111	F 11/Sp 12 Su 12/F 12
Admission	Writing Proficiency Exam	Mastery determined by advisors	All	F 11/Sp 12 Su 12/F 12
Admission	CGPA	2.75 probationary 3.0 full admission	All	All
Exit	Comp Exam	91.2 % pass rate	N=295	F 08 - F 12

[1] Mastery is established at 80% proficiency on the assessment.

A brief analysis of the results indicates a general acceptance or mastery of the knowledge and skills assessed in the specific assessments and standards listed. In terms of the NMPED folio data, faculty members adjust assignments upon candidate proficiency, currents trends in the field, literature reviewed, and best practices.

1.1.b   Pedagogical Content Knowledge for Teacher Candidates
Summarize processes for development and outcomes from key assessments based on candidates' demonstration of the pedagogical content knowledge delineated in professional, state, and institutional standards. [6,000 characters]

Pedagogical content knowledge for graduate candidates demonstrates the interaction of subject matter to the teaching theories and strategies within their fields of study. Various assessments throughout the transition points of each program validate this knowledge base. Table 1.3a and 1.3b illustrate the proficiency of assessment measures in the C&I and ES departments as established in the 2012 EP from core courses. The unit also considers the research and writing component under this element equally important to content knowledge, and pedagogical and professional knowledge, but the data is not duplicated in the following tables.

As previously noted, the NMPED folios from each program contain specific information on the alignment of courses by professional standards, course assessments, and course pedagogies. Although the folios are not organized to address Standard 1 elements, pedagogical content knowledge is inherent and assessed in all courses.

Exhibit 1.2 lists course assessments associated with each programs' pedagogical content knowledge (PCK). The unit identifies the emphasis area assessments in pedagogical content, pedagogical and professional knowledge and skills, student learning, or disposition. The required courses stress theory, practice, and application. The assessments represent the new EP assessments established in 2012. Pedagogy and learning, secondary pedagogy, and special education pedagogy degrees are interdisciplinary and allow different discipline emphases. The

discipline areas within these degrees would utilize the same assessments as shown in the discipline areas in Exhibit 1.2.

Table 1.3a
Pedagogical Content Knowledge
Professional Development or Continuing Education Programs
C&I Department Core Courses

Curriculum and Instruction				
Transition Points	Course/Assessment	Results[1]	N	Semesters
Core	C&I 531 Critical Pedagogy and Ed Reform -Final Project	92%	N=54	Sp 11/Sp 12
Core	C&I 591 Seminar in Curriculum, Instruction, & Assessment -Final Project	91% mastery	N= 93	Sp 11/Su 11 Sp 12/Su 12
Exit	Comp Exam	91.2% pass rate	N=295	F 08 - F 12

[1] Mastery is established at 80% proficiency on the assessment.

Table 1.3b
Pedagogical Content Knowledge
Professional Development or Continuing Education Programs
ES Department Core Courses

Educational Studies				
Transition Points	Course/Assessment	Results[1]	N	Semesters
Core	EDF 515 Theories of Learning and Motivation - all examinations	70% mastery	N=97	F 10 Sp 11/F 11 Sp 12/F 12
Core	EDF 538 Instructional design - instructional unit	100% mastery	N=98	F 10 Sp 11/F 11 Sp 12/F 12 Su 12
Exit	Comp Exam	91.2% pass rate	N=295	F 08 - F 12

[1] Mastery is established at 80% proficiency on the assessment.

Brief analyses of the results indicate a general acceptance or mastery of the knowledge and skills assessed in the specific assessments listed. In most cases faculty members determine assignments upon candidate proficiency; currents trends in the field, faculty wisdom and experience, and best practices.

1.1.c   Professional and Pedagogical Knowledge and Skills for Teacher Candidates Summarize processes for development and outcomes from key assessments based on candidates' demonstration of the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. [6,000 characters]

Professional and pedagogical knowledge and skills for graduate candidates demonstrate the traditional foundations of education; the roles and responsibilities for the profession of teaching; and the general concepts, theories, and research on effective teaching. Various assessments during the candidates' transition points validate mastery of this knowledge base. Table 1.4a and 1.4b illustrate the proficiency of assessment measures of PD/CE programs in the C&I and ES

departments as established in the 2012 EP from core courses. The unit also considers the research and writing component equally important to professional and pedagogical knowledge, but the data is not duplicated in the following tables.

As previously noted, the NMPED folios from each program contain specific information on the alignment of courses by professional standards, course assessments, and course pedagogies. Although the folios are not organized to address Standard 1 elements, PPKS is inherent and assessed in all courses.

Exhibit 1.2 lists course assessments identified with each programs' professional and pedagogical knowledge and skills. These courses stress theory, practice, and application. The assessments represent the new EP assessments established in 2012.

Table 1.4a
Professional and Pedagogical Knowledge and Skills
Professional Development or Continuing Education Programs
C&I Department Core Courses

Curriculum and Instruction				
Transition Points	Course/Assessment	Results[1]	N	Semesters
Core	C&I 531 Critical Pedagogy and Ed Reform -Final Project	92%	N=54	Sp 11/Sp 12
Core	C&I 591 Seminar in Curriculum, Instruction, & Assessment -Final Project	91% mastery	N= 93	Sp 11/Su 11 Sp 12/Su 12
Emphasis	C&I 540 Instructional Leadership	90%	N=53	
Exit	Comp Exam	91.2% pass rate	N=295	F 08 - F 12

[1] Mastery established at 80% proficiency on the assessment.

Table 1.4b
Professional and Pedagogical Knowledge and Skills
Professional Development or Continuing Education Programs
ES Department Core Courses

Educational Studies				
Transition Points	Course/Assessment	Results[1]	N	Semesters
Core	EDF 530 Assessment - research on aspects of assessments	70%+ mastery	N=95	F 10 Sp 11/F 11 Sp 12
Core	EDF 538 Instructional design - instructional unit	100% mastery	N=98	F 10 Sp 11/F 11 Sp 12/ 12 Su 12
Core	SED 526 Social Context of Effective Instruction	80% target	N=83	F 10 Sp 11/F 11 Sp 12/F 12
Exit	Comp Exam	91.2% pass rate	N=295	F 08 - F 12

[1] Mastery established at 80% proficiency on the assessment.

A brief analysis of the results indicates a general acceptance or mastery of the knowledge and skills assessed in the specific assessments listed here. In most cases faculty members revise assignments upon candidate proficiency, currents trends in the field, faculty wisdom and experience,, and best practices.

1.1.d   Student Learning for Teacher Candidates
Summary processes for development and outcomes from key assessments based on candidates' demonstration of the knowledge, skills, and ability to affect student learning. [6,000 characters]

The ability to improve or support student learning of teacher candidates is demonstrated by various assessments throughout the transition points of each program. Table 1.5a and 1.5b illustrate the mastery of PD/CE program candidates in the C&I and ES departments as established in the 2012 EP from core courses.

As previously noted, the NMPED folios from each program contain specific information on the alignment of courses by professional standards, course assessments, and course pedagogies. Although the folios are not organized to address Standard 1 elements, PPKS is inherent and assessed in all courses.

Exhibit 1.2 demonstrates the numerous course assessments identified with each programs' emphasis courses related to student learning. These courses stress theory, practice, and application. These assessments represent the new EP assessments established in 2012.

Table 1.5a
Candidate Learning—Professional Development or Continuing Education Programs
C&I Department Core Courses

Curriculum and Instruction				
Transition Points	Course/Assessment	Results[1]	N	Semesters
Core	C&I 521: Teacher as Researcher - Action Research Project	100% Mastery	N= 60	F 11 Sp 12 Su 12 F12
Core	C&I 591 Seminar in Curriculum, Instruction, & Assessment -Final Project	91% mastery	N= 93	Sp 11/Su 11 Sp 12/Su 12
Exit	Comp Exam	91.2 % pass rate	N=295	F 08 - F 12

[1] Mastery is established at 80% proficiency on the assessment.

Table 1.5b
Candidate Learning—Professional Development or Continuing Education Programs
ES Department Core Courses

Educational Studies				
Transition Points	Course/Assessment	Results[1]	N	Semesters
Core	EDF 538 Instructional Design - instructional unit	100% mastery	N=98	F,10 Sp 11/F 11 Sp 12/F 12 Su 12

Core	EDF 530 Assessment - research on aspects of assessments	70%+ mastery	N=95	F,10 Sp 11/F 11 Sp 12
Core	EDF 515 Theories of Learning and Motivation - all examinations	70% mastery	N=97	F 10 Sp 11/F 11 Sp 12/F 12
Exit	Comp Exam	91.2 % pass rate	N=295	F 08 - F 12

[1] Mastery is established at 80% proficiency on the assessment.

Comprehensive exams represent a general indication of how candidates demonstrate mastery in their particular discipline. Generally speaking, comprehensive exam questions and responses reflect the content, professional, pedagogical, and dispositional knowledge and skills in the discipline that support student learning.

Table 1.6 represents the results of all comprehensive exams by department since fall 2008. The combined pass rates of both departments indicate proficiency at 80% mastery was met in all but one semester, fall 2011.

Table 1.6
Results of Comprehensive Exams (F 2008 through F 2012)

Semester	Combined Dept Totals	ES Pass	ES Fail	ES Pass Rate	C&I Pass	C&I Failed	C&I Pass Rate	Semester	Combined Pass Rate
F 2008	6	2	0	100	4	0	100	F 2008	100
Sp 2009	26	7	2	77	17	0	100	Sp 2009	91
Su 2009	25	Data reflects pass rate for ES and C&I for summer 2009 only			24	1		Su 2009	96
F 2009	10	Fall 09						F 2009	100
Sp 2010	22	8	1	82	14	3	79	Sp 2010	82
Su 2010	17	6	1	86	9	1	90	Su 2010	88
F 2010	23	19	0	100	4		100	F 2010	100
Sp 2011	40	12	5	71	21	2	83	Sp 2011	83
Su 2011	17	10	1	90	6	0	100	Su 2011	94
F 2011	17	4	0	100	8	5	61	F 2011	70
Sp 2012	35	19	1	95	13	2	87	Sp 2012	94
Su 2012	39	5	0	100	31	3	93	Su 2012	92
F 2012	22	11	2	85%	10	0	100	F 2012	95
	Total N=299								Weighted Ave. 86.6% pass rate

A brief analysis of the results indicates a general mastery of the knowledge and skills assessed.. In most cases faculty members revise assignments upon candidate proficiency, but also currents trends in the field, faculty wisdom and experience, and best practices. In addition, the candidates'

success of the comprehensive exam used in professional development or continuing education programs indicates a respectable level of mastery in all Standard 1 elements.

1.1.e   Knowledge and Skills for Other School Professionals
Summarize processes for development and outcomes from key assessments based on other school professionals' demonstration of the knowledge and skills delineated in professional, state, and institutional standards. [6,000 characters]

EDAD and COUN are the other school professional programs of the unit. The other advanced degree programs including educational technology and reading/literacy are designed for the professional development or continuing education of classroom teachers.

EDAD and COUN programs follow specific NMPED competencies aligned with exit requirements that address professional and pedagogical content knowledge and skills in their disciplines.

The general results of standardized professional tests for these programs are provided in Table 1.7. The EDAD program uses the New Mexico Teacher Assessment (NMTA): Educational Administration (EDAD) Content test. The COUN program uses the Counseling Preparation Comprehensive Examination (CPCE) as a standardized exit testing requirement. The CPCE is an exam constructed by the National Board for Certified Counselors (NBCC). The NMTA EDAD content test is constructed by the National Evaluation Series (NES) for use by the NMPED. Both programs had impressive pass rates the past four years and exceed national norms.

Table 1.7
Pass Rates on Licensure Tests for Other School Professionals (2009-2012)

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test	Average Score
EDAD	NMTA EDAD Content	51	100.00%	267
			Composite National Average	ENMU Composite Average
COUN	CPCE	68	83.5%	85.9

The EDAD internship competency instrument (Exhibit 1.3) provides valuable candidate performance data. Exhibit 1.3 lists the NMPED competencies, the Standard 1 knowledge and skills elements, and the average rating for a cohort of candidates. The internship instrument rates each competency on a 1-4 point scale by cooperating supervisors in the field. A one indicates that the supervisor observed a certain competency, but could not assess a skill level. A two indicates the candidate's ability to perform adequately under direct supervision. A four stands for proficient performance: the candidate performed the competency in a capable manner with limited supervision. There is no value of three in this scale to provide a wider mathematical separation of values.

The scores displayed in Exhibit 1.4 appear to be telling a conflicting story. The numerical scale and defined increments used from 2008 to 2010 are the same scales used in the second data set, 2011 to 2012. The only conclusion is that there is a small range of scores for each period of time and vary in the quality of performance. From faculty accounts, the scale is being reevaluated to capture actual performance versus simply observing the competencies.

In COUN the various criteria of the CPCE represent Standard 1knowledge and skills aligned to the professional standards. Exhibit 1.5 presents the eight criteria, each aligned to an element of knowledge or skill set with scores for the Fall 2010 to Fall 2012 time period. The scores presented represent the average of each cohort's performance out of 17 points on each criterion (ENMU X). ENMU uses the national norm (Nat'l X) as its cutoff.

Counseling candidates are required to pass all eight content areas of the CPCE as an exit requirement. Out of the 68 candidates to take this exam since spring 2008, 84% of the candidates successfully met or exceeded the national norm, which ENMU uses as its passing score. Candidates who do not meet the criteria retake the entire exam a second time; it is expected that all content areas are passed in either the first or second attempt. Responding to lower scores are in career and lifestyle orientation, the faculty adopted more stringent admission standards. For example, in the last two years 24% of the 50 students enrolled in COUN 501 Professional Orientation to Counseling were not admitted due to the program due to receiving a "C", "D" or "F" in the course. Culminating internship grades (93% are "A" and 7% are "B") also indicate a mastery of the eight content areas and subsequently the NMPED entry-level counseling competencies.

A review of CPCE data since 2010 indicates that unit candidates consistently score higher than the national average per cohort in group work, human growth and development, and professional ethics. The data also indicates that the weakest performance by the candidates lies in career and lifestyle, research, appraisals, and school/community relations. The 2013 Town Hall (Exhibit 1.10) discussion related to the content and skills of research classes apply to the counseling program and require further review.

In addition to nationally standardized tests and internship ratings both COUN and EDAD assign coursework assessments that demonstrate the proficiency of candidates in knowledge and skills. Table 1.8 and 1.9 show the assessments in the emphasis areas of EDAD and COUN.

Table 1.8
Example of EDAD Courses by Assessments and Results

Standard 1 Element	Course/Assessment	Results	N	Semesters
PCK	EDAD 525/Personnel – Staff Development Plan w/ budget	72% Mastery	11	F 12,
PPKS	EDAD 526/Leadership – Interview w/School leader paper & PPT	86% Mastery	14	F 12

[1] Mastery is established at 80% proficiency on the assessment.

Table 1.9
ENMU Counseling Program

Standard 1 Element	Course/Assessment	Results[1]	N	Semesters
PCK	COUN 501 – Introduction to the Counseling Profession Research Paper	73% mastery	N=64	Fall/Spring 2011; Fall/Spring 2012
PPKS and SL	COUN 549 – Pre-Practicum Final Tape	89% mastery	N=35	Fall/Spring 2011; Fall/Spring 2012

All	COUN 598 - Internship Final Portfolio	96 % mastery	N=25	Fall/Spring 2011; Fall/Spring 2012

[1] Mastery is established at 80% proficiency on the assessment.

1.1.f   Student Learning for Other School Professionals
Summarize processes for development and outcomes from key assessments based on other school professionals' demonstration of abilities to create and maintain positive environments, as appropriate to their professional responsibilities, which support student learning in educational settings.

EDAD and COUN program competencies relate directly related to improving and supporting candidate learning during candidates' internships and exit exams. In EDAD, educational leadership and visionary leadership focus on candidate achievement and related pedagogy, assessments, and analysis of learning. Intern ratings for these competencies are excellent in the 2008-10 and 2010-2012 time periods. Table 1.8 illustrates the competencies most related to candidate learning. The NMTA tests address learning from an overall perspective with a 100% pass rate over six years.

In COUN, faculty members address student learning by the composite score of the CPCE and the final evaluation for internship experiences. The composite of the eight content areas documents mastery of pedagogical and professional content indicating the candidate's readiness to assist teachers and administrators in helping students focus on learning. Eighty four percent of counseling candidates since fall 2008 exceed national norms in the composite score.

1.1.g   Professional Dispositions for All Candidates
Summarize processes for development and outcomes from key assessments based on candidates' demonstration of professional dispositions expected by the unit. [6,000 characters]

The TREC model specifies personal or professional values that are to be obtained and enhanced; these values are specifically addressed in the fourth leg of the TREC conceptual framework, "commitment." Within the meaning of commitment are the values of tolerance, persistence, compassion, development, trust, and collegiality. Without commitment, little chance exists for professional knowledge to develop and to be passed along to future educators. In addition, accomplished ENMU teacher education candidates and advanced professionals understand the knowledge, relevant skills, and appropriate behaviors associated with professional behaviors including the belief that all students can learn and the importance of working with students, families, colleagues, and communities.

Faculty members are directly responsible for creating an environment that fosters the development of commitment in all CET program candidates, in governance matters and to professional relationships with academic colleagues, Pk-12 partners, and other constituencies.

In order to influence and monitor the acquisition of appropriate dispositions, the unit accepts the following assumptions. First, candidates for advanced programs, with few exceptions, are already licensure professional teachers who have successful employment records with accredited school districts. Consequently, they perform under the expectations of the NMPED Code of Ethics, successful criminal background checks, and conservative eastern NM culture. It is also assumed that they are in good standing at the time of their advanced studies. Secondly, a candidate can be disciplined through a variety of guidelines depending upon the severity and context of an offensive action. For example, if in the opinion of the Graduate Admission and Retention

Committee (GARC) or dean, a candidate is not demonstrating positive professional behavior; disciplinary action can be pursued following the discipline policy of the NMPED Code of Ethics, Academic Affairs policy, the ENMU Student Handbook, or Graduate School policy depending on the offense. Examples may include offenses against families, children, or communities that reach the levels of turpitude.

In addition, the unit practices various processes that measure and influence professional dispositions. Exhibit 1.2 explains in more detail the processes used by faculty and programs. These processes are embedded within advanced program coursework, through nationally standardized tests, internship measures, and a dispositional survey (Exhibit 1.6). Individual programs may utilize other measures or slightly modify those listed. The processes collect data that can be used to ascertain any difficulties candidates have with professional behavior.

In response to this focus visit, a new advanced programs dispositional survey for graduate programs was constructed and piloted during the fall 2012 semester. Fifty-six candidates participated in this survey which represented selected coursework in reading, special education, and core research courses. Exhibit 1.8 provides the measure and results for review. Results indicate that candidates are not as confident with collegial, developmental, and persistence qualities as other factors. On the other hand, there is a cohort of candidates valuing professional ethics, tolerance, compassion, and trust. It will be important for the CET Assessment and Accreditation Committee to review both dispositional surveys, the results of the pilots, and provide direction for future administrations.

Professional dispositions within all advanced teacher and other school professional graduate programs are demonstrated by various assessments throughout each program. Table 1.13a and 1.13b illustrate the proficiency of assessment measures of all advanced programs in the C&I and ES department core classes as established in the 2012 EP.

Table 1.10a
Curriculum and Instruction Professional Dispositions
Professional Development or Continuing Education Programs

Curriculum and Instruction				
Transition Points	Course/Assessment	Results[1]	N	Semesters
Core	C&I 531 Critical Pedagogy and Ed Reform -Final Project	92%	N=54	Sp 11/Sp 12
Core	C&I 591 Seminar in Curriculum, Instruction, & Assessment -Final Project	91% mastery	N= 93	Sp 11/Su 11 Sp 12/Su 12

[1] Mastery is established at 80% proficiency on the assessment.

Table 1.10b
Educational Studies Professional Dispositions
Professional Development or Continuing Education Programs

Educational Studies				
Transition Points	Course/Assessment	Results[1]	N	Semesters
Core	EDF 515 Theories of Learning and	70% mastery	N=97	F 10 Sp 11/F 11

	Motivation - all examinations			Sp 12/F 12
Core	SED 526 Social Context of Effective Instruction - final exam	80% target	N=83	F 10 Sp 11/F 11 Sp 12/F 12

[1] Mastery is established at 80% proficiency on the assessment.

As previously noted, the NMPED folios from each program contain specific information on the alignment of courses by professional standards, course assessments, and the developing pedagogies. Although the folios are not organized to address Standard 1 elements, dispositional competencies are typically inherent in a majority of courses.

Exhibit 1.2 demonstrates the numerous course assessments identified with each programs' emphasis courses related to dispositions. These courses stress theory, practice, and application. These assessments represent the new EP assessments established in 2012.

Finally, unit faculties are involvement in teaching, service, scholarship, and other activities related to the principles of diversity, exceptionalities, and multiculturalism. As a Hispanic-serving institution the unit has traditionally aligned dispositions in the TREC model to the learning activities and assessments affecting a candidate's knowledge and skill set on diversity and exceptionalities. Standard Four focuses on these dispositions.

1.1.h   Follow Up Studies
Summarize results from follow-up studies of graduates and employers regarding your teacher education graduates' content knowledge, pedagogical content knowledge and skills, professional and pedagogical knowledge and skills, ability to help all students learn, and professional dispositions. [6,000 characters]

Three measures provide evidence of graduate and employer satisfaction of ENMU advanced program candidates. The three measures are the Employer/Alumni Survey, Town Hall events, and the annual Exiting Senior and Graduate Student Survey (ESGSS).

In addition, the Legislative Finance Committee (LFC) audit for teacher education programs during the summer and fall 2012 semesters provides another window of feedback. The LFC findings are not reoccurring, but lend evidence to the perceptions of graduates and employees regarding advanced licensure and graduate programs.

The unit began the Employer/Alumni Survey in 2006, sending it to school administrators in NM and west TX. The purpose of this quantitative survey (1-4 Likert Scale) is to ascertain school administrator and recent graduate perceptions of candidate knowledge, skills, and dispositions during their first year of employment. The instrument (Exhibit 1.9) has face validity with the NMPED competencies for entry-level educators. The 2006 results demonstrated the effectiveness of the programs prior to the 2007 focus visit on assessment. In 2007 a qualitative strategy was used called Town Hall meetings. A Town Hall is when local administrators and program graduates have the opportunity to share their perceptions of program strengths, weaknesses, opportunities, and threats in a face-to-face meeting. Due to a variety of factors, these meetings were gradually abandoned; however, with the hiring of the current dean and in consultation with senior faculty members and area superintendents, it was decided to reinstitute the Town Hall. The first meeting was held in fall 2008. The findings affirmed the internal results of initial ELED and SPED candidate performance and were highly instrumental in the creation of the blended Special

and Elementary (SPLED) degree program at the UG level. The next Employer/Alumni Survey was scheduled for spring 2012 following the implementation of the new blended SPLED program and other revisions to the curricula. However, due to other reporting responsibilities including the NCATE supplemental rejoinder, legislative reports, and internal effectiveness planning the employer/alumni survey was postponed. In its place, a Town Hall was designed for fall 2012 or spring 2013 to coincide with the advanced programs focus visit. In the future, it is anticipated that the unit will schedule the Employer/Alumni Survey and Town Hall proceedings on alternating years.

The spring 2013 Town Hall yielded several relevant findings for comment in this review. Exhibit 1.10 provides the agenda, notes, and results from the 2013 Town Hall.

Each semester, ENMU also administers an annual ESGSS to both seniors and graduate program completers. This survey covers three categories: curriculum and instruction, student support services, and overall assessment of the students' educational experiences. Every three years the scores are used as part of ENMU's annual Performance Effectiveness Report, shared with state legislators, various state agencies, and NM Higher Education Department (NMHED). In all the following tables and exhibits, the curriculum and instruction strand is most appropriate for documenting Standard 1. Results are provided in Tables 14 and 15, and Exhibits 1.11 - 1.14 provide specific information. The percentages represent the students who marked "satisfied" or "very satisfied" in each item.

Table 1.11
Trends – ENMU Student Satisfaction (2005-2010)

Survey Categories	2005	2006	2007	2008	2009	2010
Curriculum/Instruction	91.1%	94.6%	93.0%	91.6%	94.3%	95.3%
Support Services	89.6%	90.9%	90.0%	89.9%	90.8%	92.1%
Overall Assessment	96.9%	96.8%	96.0%	95.6%	95.9%	95.6%

Satisfaction Percentages: Percentages reflect students responding "very satisfied" or "satisfied"

Table 1.12
Exiting Senior and Graduate Satisfaction Survey (2009-11)

Survey Categories	2009/2010 CET Graduate Students 2009 N = 18 2010 N = 17		2009/2010 All ENMU Graduate Students 2009 N = 31 2010 N = 50		Fall 2011 CET Graduate Students N = 103	Fall 2011 All ENMU Graduate Students N=113	Sp 2012 CET Graduate Students N=66	Sp 2012 All ENMU Graduate Students N=106
Curriculum and Instruction	93.1%	95.2%	91.9%	90.2%	94.7 %	90.5%	96.1%	94.9%
Support Services	90.0%	96.4%	86.9%	86.7%	94.0%	90.8%	93.4%	92.8%
Overall Assessment	97.0%	93.0%	96.6%	96.5%	96.9%	97.9%	99.0%	98.6%

In addition to the quantitative feedback of the ESGSS student comments are also collected. Exhibits 1.15 and 1.16 provide the student comment data.

The conclusion from these data is that ENMU education graduates are highly satisfied with their curricular experiences, ranking their experience a bit higher than the overall University population and providing more positive than negative comments.

During the summer and fall 2012 semesters the Legislative Finance Committee (LFC) of the NM legislature conducted an audit of EDAD program characteristics to determine the effectiveness of licensure programs sponsored by the NMPED. At the graduate level the audit collected perceptions of graduates, overall perceptions of preparedness, and the school's grade based on the new A-F grading scale replacing AYP.

According to the LFC audit, the ENMU prepared administrator data portrays three highly rated indicators. First, schools run by ENMU-prepared administrators achieved the highest percentage of school grades after controlling for school poverty levels. Second, the LFC audit demonstrated that district administrators perceive school leader preparation programs differently. Based on an LFC survey of NM's administrators, principals from ENMU, NMSU, and UNM report the highest levels of preparation. Finally, district administrators rated ENMU and UNM graduates as best prepared overall among principals prepared in-state. Exhibit 1.17 provides the figures and table representing these findings.

1.2   Areas for Improvement Cited in the Action Report from the Previous Accreditation Review
Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard. [12,000]

The Action Report dated May 2012, sent electronically on May 3, 2012 by Deborah B. Eldridge Senior Vice President: NCATE cited several Areas for Improvement in Standard 1. Each of the Standard 1 AFI's are listed below with a summary of where the AFI is addressed with supporting evidence.

- The unit lacks sufficient evidence that candidates demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning.

  Summary: The unit provides course and program assessments and measures in Exhibit 1.1 and Standard 1 tables that provide evidence of more in-depth understanding of the content in students' fields and theories related to pedagogy and learning.

- The unit lacks sufficient evidence that candidates demonstrate in-depth professional and pedagogical knowledge and skills.

  Summary: The unit provides course and program assessments in Exhibit 1.1 and Standard 1 tables that provide evidence of more in-depth professional and pedagogical knowledge and skills.

- The unit lacks sufficient evidence that candidates thoroughly understand the major concepts related to assessing student learning, regularly apply them in their practice, and make data-driven decisions so that all students can learn.

  Summary: The unit provides course and program assessments in Exhibit 1.1 and Standard 1 tables that provide more evidence of understand the major concepts related to assessing student

- The unit does not regularly and systematically assess professional dispositions of program candidates.

  Summary: The fall 2012 dispositional pilot survey in Exhibit 1.4 and data in Table 12 provide evidence of advanced candidate TREC dispositions on commitment, persistence, trust, collegiality, compassion, tolerance, and collegiality. In addition Exhibit 1.1 provides numerous program assessments directly and indirectly measuring professional dispositions.

1.3   Exhibits for Standard 1

The following list of Standard 1 exhibits is found on the ENMU CET website listed. Each exhibit is linked with the focus visit IR.

ENMU IR Exhibit Number	ENMU IR Exhibit Title	NCATE IR Exhibit Reference
TBD	NMPED Reaccreditation Letter, to be supplied by NMPED	1.3.a
Table 1.7		1.3.b
Tables 1.2a and b through 1.5a and b.		1.3.d
Same as 1.3.e		1.3.f
The candidate electronic work sample room is still under construction.		
The candidate electronic work sample room is still under construction.		
Tables 1.11 – 1.12		
1.1	NMPED Program Folios	
1.2	Standard One Element Assessments	
1.3	EDAD Internship Instrument and Principal Letter	
1.4	EDAD Internship Competency Ratings	
1.5	CPCE Criteria Data	
1.6	Disposition Survey	
1.7	Disposition Processes	
1.8	Educational Dispositions Table	
1.9	Employer & Alumni Survey	
1.10	Town Hall Agenda and Notes	
1.11	GSSS Sp12 Weighted Report	
1.12	GSSS Ed Only SP12 Report	
1.13	GSSS F11 Weighted Report	
1.14	GSSS Ed Only F11 Report	
1.15	GSSS SP12 ED Comments	
1.16	GSSS F11 ED Comments	
1.17	LFC Audit and Tables	

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION
The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

2.1   Assessment System and Unit Evaluation

2.1a Assessment System
Summarize content, construct, process, and evaluation of the unit assessment system, its key assessments in relation to professional, state, and institutional standards, and its use in monitoring candidate performance, program quality, and unit operations. [6,000 characters]

The central purpose of the 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 and state and national standards. It provides the mechanism for the unit to assure that all ENMU candidates demonstrate and faculty foster the ability to provide a quality "learning journey" that is founded on valid and reliable measures of performance. To ensure the unit moves toward this vision, the unit requires a variety of assessments and evaluations, which focus on student performance, faculty performance, unit operations, and Pk–12 student learning. The CET Assessment System was developed and implemented over a period of years with the involvement of the professional education community and is formatively evaluated on an as needed basis. Aspects of its development/evaluation are highlighted in Exhibit 2.1.

The University is in a period of transition regarding its approach to institutional assessment and reporting. Under the direction of the vice president of Academic Affairs (VPAA), the colleges are transitioning from a Department Assessment Plan (DAP) to an Effectiveness Plan (EP) (Exhibit 2.2-2.3) framework. This transition was announced during the fall 2011 semester. Exhibit 2.4 provides a breakdown of the transition from Department Assessment Plans to Effectiveness Plans.

The transition meant significant changes in what programs assess, how the unit tracks and stores candidate data, the use of standardized scales to compare data sets, and how the data is collected and analyzed. The previous department assessment plan model did not track or store assessment data in the unit's Candidate Information Database System (CIDS), sporadically used a standard scale to determine rubrics, and did not receive significant University feedback for program analysis.

For the purpose of this report, data identified in the existing DAP (Exhibits 2.5 – 2.5c) is used in most cases. The new EP annual report (Exhibit 2.6) (did not require data to be collected as 2011-12 was a year of transition. The first data from the EP reports will be collected and reported during the 2012-13 academic year. If available, data from the EP will be provided.

Whether using the DAP or EP, the organization of the CET Assessment System retains the same basic philosophical orientation and constructs. It contains five components at the initial and advanced program levels. These include a protocol statement, the CIDS, the program learner outcomes, the Effectiveness Plan, and CET environmental files. Due to the transformation of the CET Assessment System as described, the 2011 IR and Supplemental Rejoinder addressed the five components of the CET Assessment System a bit differently than this IR. Essentially, program benchmark measures become program learner outcome assessments, and the DAPs

become the EP. The other three components remain the same. Each component is described below. 2.7 is an illustration, which is helpful in understanding the interrelationship of the five components and Exhibit 2.8 provides further descriptions of the five components

A candidate meets the standards to advance in professional preparation at four decision points. These are based on performance data for 1) admission to the program, 2) specific assessments during the emphasis areas' coursework to monitor progress, 3) upon exit, completion, or summative experiences, and 4) transition to the profession. Each program has learner outcomes and measures that describe data considered at each decision point. Exhibit 2.9 provides a summary of the CET Assessment System transition point assessments.

The assessment of overall unit operations and program effectiveness is coordinated through the dean's office. Exhibit 2.10 provides a table that identifies a number of procedures and sources of data for overall program effectiveness and unit operations. The CET Assessment and Accreditation Committee is the advisory body for the development/evaluation of the current assessment system. This committee is composed of faculty representatives who are involved in initial and advanced licensure and graduate programs. The CET Assessment and Accreditation Committee led the conversation on the new EPs.

Generally, standard assessment strategies are used to control for biases through validity, reliability, and fairness in assessments. Classroom-based assignments and assessments identified in the EP plans are aligned to TREC. The conceptual framework and assessments are primarily identified in course syllabi (see exhibit CF 6). Exhibit 2.11 provides more explicit information on how the unit controls for biases.

Finally, the BOE is encouraged to interview individual or program faculty members to share the various ways they approach classroom assessments for fairness, biases, and accuracy on a semester to semester basis.

2.1.b Data Collection, Analysis, and Evaluation
Summarize processes, timelines, and outcomes of data collection, analysis, and evaluation of candidate performance, program quality, and unit operations.   [8,000 characters]

The assessment of initial and advanced licensure and graduate candidate performance, program effectiveness, and unit operation is coordinated through the dean's office with assistance from the CET assessment coordinator and graduate coordinators. Although these positions provide direction and support for the assessment system, the faculty is responsible for developing and implementing the assessment system in their respective programs.

The unit's leadership team composed of the dean, assessment coordinator, department chairs, and graduate coordinators or their designees. They are responsible for the management and analysis of advanced candidate data from various sources identified throughout the system. These same individuals are responsible for monitoring workflow and ultimate actions for recommendations coming from the system. Exhibit 2.10 provides the numerous sources of data, procedures, responsible parties, and cycles of analysis for candidate performance, program effectiveness, and unit operations.

The protocol (2.12) and program learner outcome measures (2.3) of the CET Assessment System articulate how data collection, analysis, and evaluation are cyclical based upon the nature of the data as indicated in Exhibit 2.3. For example, comprehensive exam data is utilized on an annual basis to determine Unit effectiveness in advanced programs and to inform faculty about

curriculum gaps and strengths; the Faculty Evaluation Committee (FEC) and Annual
Performance Evaluation (APE) processes are reviews to ascertain the performance of faculty in
regard to teaching, service, and scholarship; and the Effectiveness Plan and program learner
outcome data are reviewed annually or periodically to determine the strengths and gaps of
curricular issues within programs of the departments. As demonstrated in Standard 1 data, tables
and charts are the preferred mode of reporting.

The graduate faculty and the GARC are typically the advisory bodies for graduate and advanced
licensure and professional development programs. The charter for this body is found in Exhibit
2.14.

The unit follows a participatory decision-making process in dealing with assessment issues that
produce changes in coursework, programs, policy, or unit operations. Most of the unit's
decisions are based on a feedback loop, where changes are seamless, continual, and routine.
Exhibit 2.13 provides a fuller discussion of the process for establishing a rigorous assessment
culture.

At the heart of this decision-making process is data. 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 Banner System. Faculty has read-only access to the
database while selected staff has 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. CIDS has the ability to handle individual candidate information,
archive sets of data, and run multiple queries. A read-only version is available in the NCATE
electronic file room.

There are other aspects of the CET Assessment System that do not involve the CIDS. The unit
also enjoys shared network space on the M drive for the 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 inclusion of online survey
instruments similar to the EBI TEES is also being explored. The current pilot of the dispositional
surveys through Survey Monkey™ is an example of this technology.

The CET Assessment System does not differentiate among main campus, off campus, and online
programs and students. This is due primarily to the number of totally online programs offered at
the advanced and graduate level. Campus-based faculty members are responsible for all academic
programs, regardless of delivery method. For online classes, tenured and tenure-track faculty
members serve as lead faculty. Lead faculty members assume responsibility for syllabi creation
and monitoring of all coursework in their expertise in the event of additional sections taught by
resource faculty. Each course in the College has a lead faculty member determined by the
department.

The unit responds to formal candidate complaints and documents the resolutions as needed.
Depending on their nature, complaints may be submitted to department chairs, graduate
coordinators, or the dean, each of whom either responds to the complaint or refers the complaint
to the GARC. The CET Advisory Council, department faculty, or graduate faculty may consider
complaints relevant to program operations and assessment. Resolution of complaints by those
committees or individuals is recorded in the minutes of the meetings. If the complaint concerns a
faculty member's performance, the department chair or dean handles the matter in confidential
sessions. Confidential information may be available to the accreditation team chairs through a
written request to the dean. Candidates often choose to express their anonymous complaints on

the course evaluation form completed. The FEC reviews such comments as part of the annual evaluations of resource and tenure-track faculty. The dean reviews all comments as part of the Annual Performance Evaluation (APE) as well.

The unit follows a decades-old Graduate School procedure, which is included in the Graduate Catalog (Exhibit CF 2a&b), to handle candidates' appeals on admission, suspension, and dismissal decisions. The Graduate Student Academic Appeals Committee is organized annually by the graduate dean and council to hear such appeals. This committee does not hear grade appeals that are processed through the Academic Affairs Grade Appeal policy (Exhibit 2.15). A candidate who has been denied admission, suspended, or dismissed in an advanced program within the College may file an appeal with the GARC and eventually to the graduate dean if necessary. Documentation of the resolution of those appeals may be found in the minutes of those committee meetings.

2.1.c Use of Data for Program Improvement
Summarize processes, timelines, activities, and outcomes derived from use of data for program improvement of candidate performance, program quality, and unit operations. [8,000 characters]

The ultimate evidence of candidates successfully moving on "a learning journey" is found in the comprehensive CET Assessment System. Through various reports of assessment data, the unit, programs, departments, committees, councils, and faculty members use assessment data to reflect on candidate and faculty performance, unit operations, and to initiate program changes when needed. These ongoing processes support program improvement without adverse consequences to either candidates or programs. Numerous examples demonstrate the effectiveness of the CET Assessment System data, reflection of faculty, solicitation of feedback from constituents, responsiveness to the needs of distance students, and best practices of the disciplines. Following are examples of the use of data for program improvement.

- Online delivery – Since 2005, addressing the needs of diverse and distant populations, a majority of the graduate or advanced programs were redesigned for online delivery. This initiative was based on the assessment data from the various constituencies, as articulated on student evaluations, Town Halls, and graduate exit comments. The faculty members considered this feedback and evaluated the curriculum and degree requirements to determine the feasibility of such a movement. It was imperative to maintain the academic integrity of any advanced program that was moved to an online delivery format. It was felt that not all programs could be taken online due to the nature of skill-based courses versus knowledge-based courses; hence, Counseling was not put completely online. There are now 13 degrees, emphases, and certificates offered completely online. Feedback from students indicated that once courses go online, support services must as well. The University delivers support in graduate admissions, advising, registration, financial aid, student services, and library services utilizing online delivery strategies.

- Comprehensive exams – Since the administration of a face-to-face exam became difficult for a majority of candidates studying at a distance, the comprehensive exam protocols were revised. Travel, advisement, and remediation needed to be redesigned with distant students in mind. Evidence included anecdotal knowledge of logistical problems involving proctors, testing rooms, and general oversight of mailings and other communications. Qualitatively, exam readers also noticed a preponderance of students unprepared for the rigors of the exam, but who were excellent students

otherwise. The two major departments providing graduate education decided to move the writing proficiency and comprehensive exam to online functions. The C&I department designed the comprehensive exam to be a one weekend take-home exam with a rigorous rubric (Exhibit 2.16). The ES department designed the exam to be a one-month take-home exam with an equally rigorous rubric (Exhibit 2.17). The development of these rubrics illustrates the consultative process and monitoring of validity, reliability, and fairness of the rubrics. They are reviewed each semester by the faculty members in each department and revised as necessary by the graduate coordinators based upon the recommendations of the graduate faculty. Both of these rubrics assess the use of sources, construction of essay responses using APA format, and ability to synthesize and analyze material.

- Classroom revisions – Every semester, faculty members revise their courses based on student comments, professional reflections, and data from assessment measures. For example, in response to the coursework group proficiency scores, one faculty member modified her teaching strategies in the reading/literacy emphasis area (see Exhibit 2.18).

- Program revisions - A majority of program revisions at the graduate or advanced level is arise from the development of new programs or redesign of existing programs. For example, the development of new emphasis areas in gifted education, educational technology, and early childhood/special education supported the critical need for teacher professional development.

  o Gifted Education – Although not being reviewed during this visit, the use of assessment data in the development of this certificate program is illustrative of the process. The unit had created a 12-hour course sequence that met the NMPED competencies for gifted educators under special education standards. However, the NMPED recently approved a regulation that provides a gifted endorsement to licensed teachers. This minor redesign and alignment to the new standards was approved by the NMPED's Professional Practices and Standards Committee and currently ENMU has the only gifted endorsement in the state.

  o Educational Technology – The unit had previously created an educational technology master's degree that did not align with NMPED competencies. Based on assessment data and constituency feedback, the degree was recently revised. The unit redesigned the scope and sequence of the degree to align with the NMPED and ITSE competencies for educational technologists. The degree was also put completely online.

  o Early Childhood/Special Education (ECE/SPED) – CET has a reputation for quality professional development schools in the elementary and early childhood programs. James and Monterrey Elementary schools and the Child Development Center (CDC) on the ENMU campus have been at the center of this movement. In addition, the literature is very clear that early intervention for the exceptionalities of young children is highly encouraged and beneficial. Using the unit's success, experience, assessment data, and research in the field, qualified faculty members and CDC professionals developed the ECE/SPED program as an emphasis for the Master of Special

Education. The inclusion of a play therapy program, created in collaboration with qualified counseling faculty members, further strengthens this program.

- Alternative Licensure –The unit has cautiously ventured into alternative licensure programs approved by the NMPED. In 2006 the 21-hour SPED licensure program was developed and approved and during 2011, the 21-hour ELED licensure program was redesigned for total online graduate programming. The 18-hour SED program has been in place since 2005. New programming and subsequent revisions embedded licensure coursework into existing degree programs such as the interdisciplinary Pedagogy and Learning degree.

- National Board – The unit holds a long-standing commitment to classroom-based action research. The Center for Teacher Excellence (CTE) was housed on the ENMU campus for 17 years before funding was cut in 2010 during the recent economic recession. The CET website still contains the numerous annual reports produced by teachers conducting action research in their classrooms. The unit's seven-hour graduate National Board mentorship coursework allows the continuation of this commitment to teacher professional development. (Exhibits 2.20 and 2.20a)

- Quality Matters Implementation – The preponderance of online master's degrees requires centralized professional development processes and quality control mechanisms. The Quality Matters (QM) standards for online coursework are used in evaluating online course syllabi from volunteers within selected programs. Currently, four courses in the unit have met the rigorous QM evaluation standards.

- CIDS - This 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 Banner System. Faculty has read-only access to the database while selected staff members have input capability. University IT staff assist the dean's office running queries for faculty, committees, or programs interested in an analysis. CET also enjoys shared network space on the M drive for the CET Environmental Files (Exhibit 2.19)and other important unit documents such as faculty load data, budget information, enrollment data, Equipment Renewal and Replacement (ER&R) requests, College and Department Assessment Plans/Effectiveness Plans, college and department strategic plans, etc. Faculty and staff have read-only access to the documents in the environmental files. Shared file documents are organized and monitored by the dean's office.

- Technology – The University is engaged in implementing the Banner module, CAPP, to automate undergraduate degree plans. Institutional resources limit this activity at this time to undergraduate programs. This module has the capability of improving access to up-to-date degree plans, which can enhance student advisement. The unit has also encouraged Academic Affairs to invest in a University-wide database system for the assessment measures of all program learner outcomes in the new Effectiveness Plan effort. Finally, the inclusion of online survey instruments similar to the EBI TEES is also being explored, particularly in assessing dispositions.

- Upcoming revisions - Finally, during the analysis of candidate data contained in Standard 1, there are several revisions that need to be considered.

o EDAD internships - First, the EDAD internship competency data shows widely different proficiency assessments from the two time periods reported. The EDAD faculty will review student's preparation for their internships; they will also examine the existing scale and confer with the cooperating supervisors providing the analysis.

o Dispositional surveys - Second, the unit has recently developed two dispositional surveys with two sets of pilot scores, one from undergraduate and one from graduate candidates. The CET Assessment and Accreditation Committee will consider the future use of these instruments.

o Field experiences – The unit faculty are concerned that there may not be adequate opportunity for candidates to work directly with students in school settings. At future general CET faculty meetings, faculty will discuss the need for more field experiences, as identified in the assessment data for Standard 3.

o APE analysis – As a result of the analysis of assessment data as presented in Standard 5, the dean and CET Council will consider a model for evaluation of faculty that is weighted among various professional activities. For example, teaching 12 hours may be weighted more than one presentation in the evaluative process which occurs now. This is a matter of fine tuning the process already in place.

2.2   Areas for Improvement Cited in the Action Report from the Previous Accreditation Review
Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard. [12,000]

In the Action Report dated May 2012, sent electronically on May 3, 2012 by Deborah B. Eldridge, Senior Vice President, NCATE cited several Areas for Improvement in Standard 2. Each of the Standard 2 AFI's are listed below with a summary of where the AFI is addressed with supporting evidence.

• The unit has not fully implemented procedures to ensure fairness, accuracy, freedom from bias, and consistency of its assessments

  Summary: Element one within the description of the CET Assessment System outlines the unit's procedures that ensure fairness, accuracy, freedom from bias, and consistency of its graduate program assessments.

• The unit does not regularly and systematically disaggregate graduate and employer follow-up surveys for individual graduate programs.

  Summary: Standard 1 provides Exhibit 1.10 and the related results of the January 2013 Town Hall. The unit also provides a detailed account of previous Employee/Alumni Survey and Town Hall events along with an alternating year plan for future administrations.

- The unit does not regularly and systematically collects and analyzes candidate performance data to improve candidate performance, program quality, and unit operations.

   Summary: Table 13 in element two of Standard 2 provides a framework for the regular and systemic collection of candidate performance, program quality, and unit operations. In addition the newly created Effectiveness Plan begins to delineate the same types of regular and systemic data collection for each program and emphasis area.

- The unit does not systematically and comprehensively monitor candidate performance at the transition points.

   Summary: The unit's undergraduate and graduate transition points are identified in the CET Assessment System. The data presented in Standard 1 is delineated by transition points for admission, core courses, emphasis areas, exit requirements, and transition to the profession.

2.3   Exhibits for Standard 2

The following list of Standard 2 exhibits is found on the ENMU CET website. Each exhibit is linked with the focus visit IR.

ENMU IR Exhibit Number	ENMU IR Exhibit Title	NCATE IR Exhibit Reference
By request of dean.		2.3.e
By request of dean.		2.3.f
Std 2 narrative		2.3.g
2.1	A Decade+ of Developments to the CET Assessment System	2.3.a
2.2	Effective Plan Identified Programs	2.3.a
2.3	CET Graduate and Advance Licensure Programs (Effectiveness Plan)	1.3.c, 3.3.g
2.4	Transition from DAP to EP	2.3.a
2.5	C&I 2010 Assessment Plan Report	2.3.a, 3.3.g
2.5a	ES 2010 Assessment Plan Report	2.3.a, 3.3.g
2.5b	C&I 2009 Assessment Plan Report	2.3.a, 3.3.g
2.5c	ES 2009 Assessment Plan Report	2.3.a, 3.3.g
2.6	CET Effectiveness Plan Report 2011-2012	1.3.c
2.7	CET Assessment Star	2.3.a
2.8	Five Components of CET Assessment System	2.3.a
2.9	Graduate Program Transitions	2.3.b, 3.3.g
2.10	Procedures and Sources of Data Table	2.3.d
2.11	Controlling for Biases	2.3.c
2.12	CET Assessment System Protocol	2.3a, 2.3.d
2.13	Participatory Decision Process	
2.14	GARC Charter	
2.15	AA Grade Appeal Policy	
2.16	C&I Graduate Comp Exam Rubric	
2.17	ES Graduate Comp Exam Rubric	

2.18	Data-based Classroom Revision	
2.19	CET Environmental File Index	
2.20	National Board Summit	
2.20a	National Board Summit Agenda (draft)	

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1   Field Experiences and Clinical Practice

3.1.a Collaboration Between Unit and School Partners
Summarize processes and outcomes of collaboration between unit and school partners in the design, delivery, and evaluation of field and clinical experiences, and in sharing of responsibilities, resources, and expertise. [8,000 characters]

A requirement of graduate admission into the departments of Curriculum and Instruction (C&I) and Educational Studies (ES) is that graduate candidates hold a teaching license or have confirmation of admission into an alternative licensure program. The exception is for the Counseling (COUN) program. Due to this criterion, graduate candidates generally are in full time classroom positions with few exceptions. Therefore, graduate candidates have the opportunity to apply theory into classroom practice through numerous course assignments that require classroom application. A significant portion of C&I and ES graduate programs are totally online; thus, graduate candidates are at various locations across the state and country. Although partnerships do exist with local school districts, these partnership focus primarily at the undergraduate level. Since CET's graduate candidates are in teaching positions, collaboration with outside entities functions differently at the graduate level. A teacher may use course work assignments as part of the school's professional development plan, to develop their NMPED dossier, or to address an area of study within their classrooms. In these ways, collaboration exists between the goals of the school entities and the goals of higher education to improve teaching practice through reflection and application of best practices.

There are two programs within ES that require internships: Education Administration (EDAD) and Counseling (COUN). EDAD works with various school districts in New Mexico. COUN works closely with various mental health facilities, school programs, and court programs. In these programs, partnerships exist for the sharing of responsibilities, resources, expertise, and in the evaluation process. Faculty members in COUN assist in the arrangement of placements of their students; however, students select their own placements sites based on the criteria given (requirements for site placements). Most of the placements in EDAD are predetermined by employment. The interns typically select the school building where they are employed to do their internships.

Candidates participate in a wide range of field experiences designed to assists candidates become successful teachers, counselors, and administrators. The unit continues to enhance the quality of field-experiences and clinical assignments by soliciting and responding to both formal and informal feedback from graduate students in course evaluations, course reflections, and outside feedback is obtained through area administrators participating in Employee/Alumni Survey and Town Halls (Exhibits 1.9 & 1.10).

Advanced licensure programs provide ample internship opportunities to meet professional standards. The same high expectations for quality placements exist for these internships and practicum experiences. However, the selection of schools or agencies is primarily a negotiation between the candidate and the faculty member. University faculty members then determine the appropriateness of placements through personal reference, professional reputation, licensure requirements, accreditation history, and the proposed opportunities.

Master degree programs for continuing education and professional development typically do not have programmed field experiences. A programmed field experience is an organized practicum designed for all students in the program. Such practicum usually occurs as part of coursework, is tailored to the candidate, and handled with the same protocol as advanced licensure EDAD and COUN candidates.

Other professional development or collaborative uses of resources include the following:
- Title II, Teacher Quality Grants in math, science and reading (Exhibit 3.1)
- Region VI Professional Development Days (Exhibit 3.1a)
- Pk-20 initiatives by the University (Exhibit 3.1b)
- Quality Matters (Exhibit 3.1c)
- Student Teacher Seminar & Conference (Exhibit 3.1d)
- PPOHA Grant (Exhibits 6.17 – 6.17e)

3.1.b   Design, Implementation, and Evaluation of Field Experiences and Clinical Practices Summarize the design, implementation, and evaluation of field experiences and clinical practices; expectations for mentors and supervisors; and outcomes of candidates in meeting proficiencies outlined in the unit's conceptual framework, state standards, and professional standards during their field and clinical experiences. [8,000 characters]

Field experiences and clinical practice experiences vary depending on the graduate program. There are three different categories in which field experiences occur: field assignments, projects, and internships. Each of these opportunities is designed to support the unit's conceptual framework, TREC: Theory, Research, Effective Practice, and Commitment. Candidates are exposed to effective ways of teaching, learning, and structuring and managing schools and schooling (Theory). Candidates gain an awareness of the role of research and the valid use of research by teachers and administrators in day-to-day problem-solving (Research). Candidates learn to use state and national standards to guide their effective practices (Effective Practice). A candidate's dedication to values (identified as dispositional characteristics in Standard 1) guide decision making associated with diversity, development, interactions with family and community, leadership, and professional relationships (Commitment). The TREC framework is the basis for the design of field experiences. See the Conceptual Framework section for more discussion of TREC.

The first category is field experiences. Field experiences occur in both ES and C&I coursework. Candidates have experiences through graduate coursework in which theory is applied in the field through the completion of a course assignment. Most graduate candidates in these two graduate programs are in full-time teaching positions. Therefore, candidates conduct coursework assignments in their own teaching environments. These assignments vary in time required. Individual assignments may take a minimum of a few hours to a maximum of six weeks to complete. Out of the 74 courses in C&I and ES, 23 courses have assignments requiring application in the field (31%). The assignments are evaluated through point systems, observation,

graded work, templates, and rubrics. Rubrics can be viewed in the exhibits (Exhibit 3.2). The courses and assignments are given in Exhibit 3.3.

The second category is projects. Project-based learning typically requires application of skills in a field environment over the duration of a period of time. In CI 521 Teacher as a Researcher the project is 16 weeks, i.e. the duration of the semester. In BLED 590 Graduate Project, the project is over the two years of participation in the TESOL Endorsement Program. Rubrics used in projects may be viewed in the exhibits (Exhibit 3.2). Table 3.1 gives examples of the projects.

Table 3.1
Examples of Projects in Graduate Courses

Course	Project	Evaluation used
BLED 590 Graduate Project	Samples of candidates' work Photographs of groupings Alternative assessment activities Literacy development activities	Portfolio
CI 591 Teacher as Researcher	Research project	Rubric

The final category is practicum/internships. This category is the most extensive in terms of time commitment. Candidates are immersed in the field daily during these experiences. In alternative licensure programs, these experiences simulate student teaching over the duration of a semester. EDAD and COUN experiences may last over a year. In the EDAD program, interns must log 120 documented hours each semester. The COUN program has 100 contact hours in practicum and 600 contact hours in internship. Supervisor evaluation forms may be located in the exhibits (Exhibit 3.2). Exhibit 3.4 shows the entry and exit standards for advanced program practicum/internships. Table 3.2 shows the description of course practicum or internship and evaluation methods standards for practicum/internships.

Table 3.2
Description of Course Practicum or Internship and Evaluation Methods

Course	Project	Evaluation used
COUN 597 Practicum	Weekly journaling Videotape analysis Activity log Final exam	Supervisor evaluations
COUN 598 Internship	Weekly journaling Activity log Video taping Case conceptualization Daily activities on the "job"	Supervisor evaluations Internship portfolio
EDAD 597 Internship I	Daily activities in field Journals Logs	Supervisor evaluations Journals/logs graded
EDAD 598 Internship II	Daily activities in field Journals Logs	Supervisor evaluations Journals/logs graded
ELED 523/524 Induction to teaching/ Seminar	Dossier strand B assignment Daily lesson planning	Supervisor evaluations Portfolio

	Daily teaching	
SED 597 Internship	Reflective journals Daily lesson planning Daily teaching	Supervisor evaluations Portfolio Reflective logs
SPED 547 Internship	Contact log Behavior change project IEP Token system Daily teaching	Rubrics Supervisor evaluations Observation Checklists

In summary, 31% of ES and C&I advanced programs require one of three types of field applications. This calculation excludes topics courses, workshop courses, HPE, FCS, and National Boards coursework.

Each course aligns its field experiences to the unit's conceptual framework, NMPED standards, and national professional standards. These various assignments can be viewed in individual syllabi (Exhibit CF 6). Exhibit 3.7 represents a sampling of these field experiences assignments and their alignment to professional standards.

In EDAD, the 120 hours per semester of internship is aligned to the competencies and indicators of the *Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for Principals and Assistant Principals in the State of New Mexico* (Exhibit 3.6).

This review and the current internship instrument is based upon the *New Mexico Competencies for School Administrators.* The categories are:
   a. Ethical Leadership (six standards).
   b. Visionary Leadership (twelve standards).
   c. Institutional Leadership (twelve standards).
   d. Multicultural Leadership (twelve standards).
   e. Disability Leadership (ten standards).
   f. Leadership in Community Relations (fourteen standards).
   g. Political Leadership (eleven standards).
   h. Legal and Fiscal Leadership (fourteen standards).
   i. Personal and Professional Leadership (five standards).

There are a total of 96 standards broken down into nine categories to which the supervisor of the intern must address whether or not the student is proficient, performed under supervision, or was observed only. The intern and the supervisor have a copy of the competencies and standards prior to beginning the internship so that both parties understand what is expected.

The COUN program has 100 contact hours in practicum and 600 contact hours in internship. During the COUN practicum and internships, students are expected sign the *Ethics Agreement* (Exhibit 3.2). In addition, COUN students must adhere to the *American Counseling Association Code of Ethics and Standards* (Exhibit 3.2).

In EDAD, the supervisor, which is typically the principal, meets the qualifications of a principal as determined by the State Board of Education of New Mexico (Exhibit 3.8). In addition, the supervisor in EDAD must have a minimum of three years of successful administrative experience and be in good standing. In COUN, the site supervisors must have a minimum of a Master's

degree in counseling or a related field, hold appropriate certification or licensure, and at least two years of experience (Exhibit 3.9 Counseling Supervisor Qualities & 3.10 Intern Agreement).

3.1.c Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn
Summarize proficiency expectations and processes for development during field experiences and clinical practices; and outcomes based on demonstration of knowledge, skills, and professional dispositions to help all students learn. [8,000 characters]

The unit's commitment to professional dispositions is reflected with the values of the conceptual framework. These values are tolerance, persistence, compassion, development, trust, and collegiality. The College's commitment to these values guides all decisions associated with diversity, leadership, collaborative relationships with family, colleagues, and community, and personal and professional development. Commitment additionally includes those characteristics identified as being common to professional conduct. These more focused dispositions are intended to compliment each of the programs' dispositions as identified in the NMPED competencies (Exhibit 1.6 – 1.8).

Table 3.3 provides the actual number of candidates passing their culminating experiences versus the total number of candidates enrolled in the experience in a given semester. The high number of program completers is testimony to the mastery expectations of the assessment system and overall beliefs and qualifications of students and effort of faculty of the CET.

Table 3.3
History of Candidates Passing Culminating Experiences

Program	Sp 2008	F 2008	Sp 2009	F 2009	Sp 2010	F 2010	Sp 2011	F 2011	Sp 2012	F 2012
EDAD internship	9/9	0	9/9	4/4	13/13	6/6	8/8	9/9	12/13	8/8
COUN internship	8/8	5/5	8/8	8/8	6/6	3/3	3/8	8/8	8/8	9/19

Standard 1 presents multiple data points for field experiences and clinical practices where candidates demonstrate knowledge, skills, and dispositions. Data is centered on the final evaluation of interns during their culminating experiences. The NMTA tests also provide indicators of ability to help students learn. A review of each element of Standard 1 for EBI TEES candidate self-satisfaction data, employer survey data, and the ESGSS data documents these assessments. The triangulation of multiple data points enables the unit to assess the teaching/learning proficiencies of candidates. During the professional education courses, the program learner outcomes measures are the focal point of assessing candidate proficiencies with course competencies. Please review the Effectiveness Plans for the systematic assessment process of individual programs.

Additional evidence of proficiency is shown in the assessment of the comprehensive exam. The completion of a graduate degree without a thesis requires a comprehensive exam. The specific format of the comprehensive examination is determined by the program graduate faculty. The first attempt of the comprehensive exam must be taken within 12 months after completion of the last course on the degree plan. Graduate candidates have six years to complete a graduate degree. In ES and C&I, graduate candidates are given two parts to their comprehensive exam. The first

portion of the exam covers core knowledge, i.e. the exam is specific to the material covered in the core classes of the degree. The second part of the exam covers the content portion of the degree; in other words, a student pursuing a reading Master's degree would receive a content exam specific to coursework in reading. Candidates who fail their comprehensive examination are eligible to retake the examination one time only. This retake must occur within the student's six-year time frame. Candidates who fail the exam the second time are automatically dismissed and are no longer eligible to participate in graduate study in the program as degree-seeking students. (ENMU, graduate catalog, 2012-2014, pp. 17-18). The passage rate of the comprehensive exams can viewed in Table 3.4.

Table 3.4
Comprehensive Exams Passage Rates

Semester	Totals	ES pass	ES fail	ES pass % rate	C&I pass	C&I fail	C &I % pass rate	Total % pass rate
Fa 08	6	2	0	100%	4	0	100%	100%
Sp 09	26	7	2	77 %	17	0	100%	91%
Su 09	25	Data not divided by dept. Su 09				1		96%
Fa 09	10	Data not divided by dept. F 09						100%
Sp 10	22	8	1	82%	14	3	79%	82%
Su 10	17	6	1	86%	9	1	90%	88%
Fa 10	19	19	0	100%	4	0	100%	100%
Sp 11	40	12	5	71%	21	2	83%	83%
Su 11	17	10	1	90%	6	0	100%	94%
Fa 11	17	4	0	100%	8	5	61%	70%
Sp 12	35	19	1	95%	13	2	87%	80%
Su 12	39	5	0	100%	31	3	93%	92%
Fa 12	22	11	2	85%	10	0	100%	95%

Multiple graduate courses have field-related experiences and assignments which require the application of skills and knowledge with diverse populations. Students of diverse populations may include but are not limited to: second language learners, cultural diversity, individuals with developmental delays, physical challenges, and social/emotional behavioral issues. Standard 4 presents this data (Exhibit 4.1).

3.2 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review
Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard. [12,000]

The Action Report dated May 2012, sent electronically on May 3, 2012 by Deborah B. Eldridge Senior Vice President: NCATE did cite Areas for Improvement in Standard 3. The Standard 3 AFIs are listed next with a summary of where the AFI is addressed with evidence in the standard narrative provided in this focus visit IR.

- The unit does not provide regular and continuous support for candidates in the EDAD distance learning program during the internship.

  Summary: This area is discussed with the EDAD internship placement negotiation process as place bound non-traditional candidates.

- The unit does not ensure that all candidates in the advanced programs for teachers participate in field experiences.

  Summary: In essence this entire standard narrative addresses the nature and types of clinical and field experiences afforded in advanced programs.

3.3 Exhibits for Standard 3

The following list of Standard 3 exhibits is found on the ENMU CET website. Each exhibit is linked with the focus visit IR.

ENMU IR Exhibit Number	ENMU IR Exhibit Title	NCATE IR Exhibit Reference
We do not disaggregate data for off campus, distance learning or alternative route.		3.3.b
This information would be found in FEC/APE documents and semester student evaluations.		3.3.d
3.1 3.1a 3.1b 3.1c 3.1d	Title II, Teacher Quality Grants (math, science and reading) Region VI Professional Development Days Pk-20 initiatives by the university Quality Matters Student Teaching Opening Seminar and Conference	3.3.a 3.3.a 3.3.a 3.3.a 3.3.a
3.2	Field Assignment Rubrics	3.3.a, 3.3.e, 3.3.f,
3.3	Field Experience in Graduate Coursework	3.3.a, 3.3.b. 3.3.e
3.4	Standards for Entry and Exit in Advanced Licensure Practica and Internships	3.3.g
3.5	Field Experiences in Graduated Coursework	
3.6	Competencies and Indicators for the Standard Evaluation for Principals and Assistant Principals in the State of NM	
3.7	Field Experiences Matrix	
3.8	EDAD Supervisor Qualifications	
3.9	Counseling Supervisor Qualities	
3.10	Counseling Intern Agreement	

STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

4.1   Diversity

**4.1.a Design, Implementation, and Evaluation of Curriculum and Experiences
Summarize the design, implementation, and evaluation of curriculum and
experiences; descriptions of and processes for development of diversity proficiencies;
and the outcomes based on key assessments. [8,000 characters]**

New Mexico has been identified as one of the most diverse states in the nation. This diversity is reflected in the strengths and needs of New Mexico's students. ENMU embraces the opportunity and responsibility of producing highly qualified professionals who are prepared to address the learning needs of all New Mexico's students, including those students who learn differently as a result of disability, culture, language, or socioeconomic status. Key assessments that provide evidence of advanced candidate proficiencies related to diversity are identified in Standard 1 (Exhibits 1.1 & 2.3).

ENMU's diverse community of faculty, staff, and candidates is generally reflective of the diversity within the immediate service area of the institution. ENMU is a minority-serving institution under the U.S. Department of Education Title 5 of the Higher Education Act of 1965 and is an active member of the Hispanic Association of Colleges and Universities (HACU). The third statement of the ENMU Vision Statement underlines this commitment. "The Eastern community envisions a University where each faculty and staff member instills in one another and in the students a sense of social and cultural awareness and responsibility. The University accomplishes this by embracing ethnic, racial, and cultural diversity as a core value and by actively building greater diversity among students, faculty, and staff. This environment facilitates personal and social growth for all members of the University community."

The unit's advanced program has a rich history of commitment to diversity as demonstrated by admission policies and procedures, its attempts to recruit and retain a diverse candidate population, and the diversity of learning experiences that are representative of advanced level programs and placements. The unit mission, first articulated in the early 1990s, notes the role of diversity within the unit: "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 members within the unit provide quality educational experiences through coaching, cooperative and collaborative projects, close student-faculty relationships, and innovative classroom methods and materials, including educational technologies." The CET Marketing plan (Exhibit 6.10 CET Marketing Plan) further emphasizes the unit's commitment to under-represented groups.

While this conceptual framework (TREC) incorporates the unit mission, the advanced program curriculum and related experiences embrace diversity as demonstrated through activities, assessments, and field placements that in turn reflect multicultural and global perspectives. In addition, the NMPED competencies related to diverse populations, exceptionalities, and

professional dispositions are considered as foundational aspects of all advanced program coursework and programs within the unit.

All advanced programs have courses that provide instruction and experiences that develop awareness and the knowledge, skills, and dispositions to adapt instruction and/or services for linguistically and culturally diverse students and students with disabilities. Courses are identified as providing the various settings and contexts that educators embrace as they provide learning experiences.

Exhibit 4.1 (Pedagogies, Assessments, and Field Experiences by Program) provides a summary of courses and the common pedagogies/assessments and field experiences that focus on knowledge and skills related to diversity and diverse learners. Advanced programs have identified the primary activities and assessments most closely associated with cultural and linguistic diversity and the education of individuals with disabilities.

Advanced program competencies/proficiencies are derived from multiple sources. Professional organizations associated with advanced programs provide rigorous standards of professional competency that must be mastered. For example, programs in special education are further guided by the Counsel for Exceptional Children's Advanced Proficiencies. See NMPED folios (Exhibit 1.1) for specific competencies used by programs.

4.1.b Experiences Working with Diverse Faculty
Summarize opportunities and experiences for candidates to work with diverse faculty; qualifications and expertise of faculty in supporting candidates in their development of expected proficiencies; and the unit's affirmation of the value and efforts to increase or maintain faculty diversity. [8,000 characters]

The unit has 27 full-time faculty and 24 part-time instructors, including the Portales, Roswell, and Hobbs program faculty. Of the full-time faculty, which includes administrators, 89% are tenured or tenure-track members. Of the full-time probationary and tenured faculty, 74% are female and 19% represent minority designated groups (Hispanic, African American, and Native American). Part-time faculty members are 86% female and 25% minority (Hispanic, African American, and Native American). The unit's combined full-time and adjunct faculties are 80% female and 24% minority. Exhibit 4.2 (Diversity of Professional Education Faculty) presents a complete representation of faculty demographics.

Advanced program faculty are leaders in diversity and social justice, as evidenced by the record of publications and presentations (more than 140 between 2008 and 2013), participation in professional organizations, and the range of course assignments addressing diversity in education. Publications and presentations included topics associated with diversity in the learning environment and the impact of culture, language, and ability upon school culture as viewed through the varying perspectives of students, parents, families, teachers, principals, and other stake holders. Faculty have utilized the forums of publications and presentations to promote meaningful dialogue across the state and, more widely, across the nation to discuss multicultural and disability issues in the classroom, support for families, gender and ethnicity roles in education, home and school collaboration, planning instruction for both children with disabilities and gifted learners, the assessment of and instructional strategies for ESL learners, universal design and the cultivation of inclusive classrooms for all students, problem-based learning, the impact of language and culture upon school performance, early literacy, forums on racism, interrelationships of non-formal mother-tongue education and citizenship in Guinea and Senegal, and the impact of online education upon Hispanic learners. These rich, creative, and educationally

relevant examples of scholarship in action impressively demonstrate the unit adherence to the TREC philosophy.

The unit's advanced program faculty hold memberships in multiple professional organizations (local, regional, and national) that represent culturally and linguistically diverse populations and individuals with disabilities. Participation in professional organizations, while voluntary, is considered as a valued behavior within the unit. Professional organizations whose missions are to service diverse populations include but are not limited to The Council for Exceptional Students (membership and officer positions), Southwest International Dyslexia Association, Roosevelt County Literacy Council, Portales Cultural Affairs Committee, National Association of Bilingual Education, Council for Educational Diagnostic Services, regional IDEA Panel, Court Ordered Special Advocate, New Mexico Mental Health Counselors Association, Brain Injury Alliance, and The Brain Injury Advisory Council.

In addition, the C&I Department offer a 12-graduate credit hour endorsement in Teaching English to Speakers of Others Languages (TESOL) that is part of the advanced program degree plan. The nationally recognized TESOL program was initially designed as a partnership between ENMU and Kansas State University. The TESOL program is considered to be the premier program within the state of New Mexico and has produced in more than 500 newly TESOL-endorsed teachers. The program continues to reach outside the regional geographic area, expanding endorsement opportunities to candidates across the state.

The unit makes every effort to develop and disseminate non-discriminatory vacancy announcements. All vacancy announcements and stated qualifications are reviewed and must be designated as non-discriminatory by the Affirmative Action officer (AAO) before being placed and publicized. The unit adheres to all affirmative action policies in hiring. Before search committees can proceed with a selection of applicants, the AAO must certify that every reasonable action was taken to prevent application pools from improperly excluding minorities and women. The unit takes reasonable steps to ensure that vacancy announcements are printed in publications that will reach potential applicants representative of diversity.

The University and the unit follow Affirmative Action directives in hiring. Search committees have been charged to have a minimum of at least one minority committee member and a representative number of men and women on each faculty and staff search. Once the search committee is formed, the committee is encouraged to consider and interview qualified applicants from under-represented groups. In addition, the CET Dean reviews all applicant pools to assure that full consideration is given to minority applicants. As the interview and hiring process nears completion, the unit has but one priority: to hire the best candidate given the qualifications and expectations for the position. When a search is concluded, the unit forwards a hiring recommendation with justifications for the hire.

The unit has been successful in hiring four new faculty members from under-represented populations.in the past two years. All four hires were women. Any unit's success in recruitment and hiring must be compared with the unit's success in retention. The unit has successfully retained all four new faculty members from under-represented population groups.

4.1.c **Experiences Working with Diverse Candidates**
   Summarize opportunities and experiences for candidates to work with diverse peers; and the unit's affirmation of the value and efforts to increase or maintain candidate diversity. [8,000 characters

The unit encourages collaboration in learning experiences as a model of highly valued professional behavior. Opportunities to work with diverse peers occur across all programs and within all courses. Candidates encounter diversity as they collaborate to complete discussion board assignments, group assignments, fieldwork, clinical practice, and internships. Both Standard 1 and Standard 3 include robust examples of diversity in learning experiences. These opportunities bring candidates together in a common purpose to enrich the programs while providing an additional avenue for bringing a greater awareness of the impact of diversity upon the learning environment. The demographics in Exhibit 4.3 (Diversity of Candidates in Professional Education) illustrate that candidates in advanced programs have the opportunity to work with a range of cultural and ethnic groups in their courses, candidate cohorts, and within their field experience, clinical practice, and internships.

The majority of the advanced program coursework associated with unit advanced programs is online. The unit currently offers 13 degrees, emphases, and certificates programs that are considered to be fully online in presentation format. Candidates are given an opportunity to evaluate the coursework at the end of each session through the completion of an anonymous online survey. Question eight of the End of Course Survey asks advanced program candidates to rate the learning environment as an "unbiased learning environment." Candidates are given six options: excellent, above average, average, fair, poor, and not applicable. Data collected from the fall 2011 and spring 2012 sessions indicated that the majority of the 954 candidates responding to the survey instrument were highly satisfied with the unbiased learning environment created by the CET faculty. Seventy percent of the responding candidates reported ratings of excellent and 18% of candidates responded with rating of above average. Ratings of average were given by 9% of the candidates with ratings of fair and poor recorded by slightly more than 2% and 1% of the candidates, respectively. See Exhibit 4. 4 (End of Course Survey and Exhibit) and 4.5 (End of Course Survey CET Advanced Programs)

Similarly, candidates in advanced programs in the fall 2012 semester were asked to respond to a dispositional survey gauging their awareness of diversity principles. Results indicate that candidate's generally reflected respect for diversity, high educational standards for all learners and adherence to personal and professional expectations in regard to moral and ethical behaviors. The dispositions portrayed in the TREC model are positively reinforced by advanced program candidate responses to the survey. See Standard 1 Exhibit 1.4 (Educational Dispositions).

However, this survey also identified several areas for study. Survey responses suggest that advanced candidates may lack a higher confidence in matters of clarity, problem-solving, working in collaborative groups, and facilitating change within a data-driven content. These factors may be attributed to inexperience within the profession and/or the still developing knowledge, skills, and educational leadership associated with novice candidates, many of whom have fewer than five years of teaching experience. In general, however, candidates reflect the qualities and characteristics associated with outstanding citizens of learning communities: morality, ethics, and empathy.

The University and unit's recruitment and retention strategies (Exhibit 6.10, CET Advanced Programs Marketing Plan) reflect the unit's commitment to serve the diverse populations of the region. The unit fully cooperates with the University Graduate Admission's Office and the Graduate Dean and continually examines the advanced candidate admissions processes for potential bias. Graduates of a regionally accredited college or university or whose institution is recognized by the Commission on Recognition of Post-Secondary Accreditation (CORPA) may apply for admission. Admission involves a two-step admission process including application and admission to the Graduate School and admission to the specific advanced program. Candidates

who do not meet initial grade point average (GPA) program admission requirements may be considered for conditional admission. In addition, candidates denied admission may appeal through the Graduate Admissions and Retention Committee (GARC). The graduate coordinators for advanced programs provide support and assistance to any candidate preparing appeal materials.

The Promoting Postsecondary Opportunities for Hispanic Americans Grant (PPOHA) (Exhibits 4.6 & 6.17 -6.17e) improves opportunities for Hispanic and low-income candidates to participate and succeed in advanced degree programs by extending access and offering services to support retention, degree completion, and professional preparation. The grant specifically targets advanced degree programs that can assist place-bound and time-limited candidates, including those working full-time or located in rural areas. Degree programs covered under PPOHA include:

- Master of Education with concentration in Teaching English to Speakers of Other Languages (TESOL)
- Master of Education with concentration in Secondary Education Social Studies
- Master of Education with concentration in Reading
- Master of Education in Educational Administration

These programs are vital to the region and state served by ENMU and offer significant opportunity for candidates earning advanced degrees. Use of innovative technology for synchronous audio/video streaming and lecture capture will allow ENMU, for the first time, to offer programs requiring live discussion and demonstration via distance learning.

PPOHA services support increased persistence and success of advanced program candidates, especially Hispanic and low-income candidates, who have traditionally been under-represented in advanced programs. These services provide an on-campus Graduate Student Commons center and online support. Services help candidates strengthen skills of research and writing as well as engaging them in career development activities. Assistance is available for advanced program candidates who are also English Language Learners—who have valued bilingual capabilities, but whose academic success may depend on English language proficiency. In addition, the grant also provides a base of peer support and encouragement.

Outreach activities are designed to bring more Hispanic and low-income candidates into advanced programs and to support their success. Need-based fellowships assist low-income candidates for whom financial costs constitute a likely barrier to advanced study. The project includes a rigorous evaluation component designed to ensure accountability and provide accurate data on attainment of objectives and cost effectiveness of activities. To date, 34 unit advanced program candidates from under-represented groups have benefitted from the PPOHA Grant.

The Minority Graduate Fellowship provides an additional source of support for candidates from culturally and linguistically diverse groups and individuals with disabilities. Selections and awards are eligibility-based. Candidates may qualify for the Minority Graduate Fellowship if they meet the following conditions: applicants must be a U.S. citizen or permanent resident; have met all admission requirements and be accepted for enrollment as a full time candidate; must have demonstrated financial need; and be a woman, an ethnic minority, or a differently abled person. Highest priorities are given to continuing advanced program candidates in good standing and newly matriculating candidates.

4.1.d Experiences Working with Diverse Students in P-12 Schools
Summarize opportunities and experiences for candidates to work with diverse students in P-12 schools; processes for the development of knowledge, skills, and professional dispositions related to diversity; and outcomes based on key assessments during field experiences and clinical practice. [8,000 characters]

Placement opportunities and experiences for candidates to work with diverse students in P-12 schools are determined through one of two processes: candidate self-selection with faculty approval and faculty selection. Candidates employed in P-12 schools with diverse student populations, with instructor approval, may elect to complete field experiences, internships, and clinical practices within that setting. Candidates who are not employed in P-12 school settings or candidates who are unemployed secure placement for required assignments, field practice, and internships through the faculty members most closely associated with the particular courses (Exhibits 4.7, Diversity in EDAD Internship Sites, and 4.8, Diversity of P-12 Student in Clinical Practice Sites).

Candidates in COUN may elect to complete field experiences in either a public school or community health setting depending upon the degree plan selected by the candidate. The Master of Education in School Counseling is designed for individuals who wish to pursue licensure as an elementary or secondary school counselor. COUN candidates selecting preparation for employment in the public school settings follow procedures similar to their colleagues in public education with most completing required field experiences and internships at their place of employment. The Master of Arts in Community Counseling is designed for individuals who wish to pursue licensure in community, state agency, or mental health counseling. Candidates completing degree plans with emphasis on community-based counseling are placed in appropriate settings within their community of residence.

Candidates are exposed to various pedagogies of reflection in coursework and field experiences that provide them with extensive feedback from peers and supervisors. As noted in Standards 1 and 3, field and clinical experiences at advanced levels provide candidates with enhanced opportunities to integrate theory into practice as they encounter students across demographic groups. Surveys of candidate perceptions of their capabilities and attitudes towards the education of all learners have been triangulated with information collected from school districts and town hall meetings to form a precise representation of University efforts to achieve desired outcomes.

Candidates from the advanced programs continue to meet and surpass community expectations for excellence in teaching. The CET Hall of Honors was implemented in the fall of 2010 as an avenue for recognizing outstanding candidates from advanced programs. Nominated not by their professors but by individuals within their home communities, these outstanding educators represent the best within the profession. Awardees represent a diversity of communities across the region arenas and provide an additional testament to the influence of the University as communities come together to educate all students.

4.2   Areas for Improvement Cited in the Action Report from the Previous Accreditation Review
Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard. [12,000]

In the Action Report dated May 2012, sent electronically on May 3, 3012 by Deborah B. Eldridge, Senior Vice President, NCATE, cited several Areas for Improvement in Standard 4-

Diversity. Each of the Standard 4 AFI's is listed below, with a summary of where the AFI is addressed, with supporting evidence.

- Candidates have limited opportunities to interact with unit faculty members from diverse backgrounds.

  Summary: The unit has made every effort to correct this area for improvement through strict adherence to hiring practice directives. Of the four new hires, all four are female with half of them representing minority groups as well.

- The unit does not ensure that EDAD candidates have field experiences and clinical practice with P-12 students from different socioeconomic groups, and students from diverse ethnic/racial groups, and English language learners, and students with disabilities.

  Summary: The unit has made every effort to correct these areas for improvement through revision of procedures of EDAD field experience and clinical practice. The data illustrated in Exhibit 4.7 (Diversity in EDAD Internship Sites) of P-12 students in Clinical Practice Sites for Educational Administration Internship amply demonstrates the demographic diversity of approved community-based internship sites.

4.3   Exhibits for Standard 4

The following list of Standard 4 exhibits is found on the ENMU CET website. Each exhibit is linked with the focus visit IR.

ENMU IR Exhibit Number	ENMU IR Exhibit Name	NCATE IR Exhibit Reference
Located in NMPED Program Folios		4.3.b and 4.3.c
ENMU and the unit follow the federal Affirmative Action and EEOC Guidelines, no university/unit specific policies.		4.3.g
		4.3.h
4.1	Pedagogies, Assessments and Field Experiences	4.3.a, 4.3.c
4.2	Diversity of Professional Education Faculty	4.3.d
4.3	Diversity of Candidates in Professional Education	4.3.e
4.4	EOC Survey	4.3.b
4.5	EOC Survey CET Advanced Programs	4.3.b
4.6	PPOHA Grant	4.3.h
4.7	Diversity in EDAD Internship Sites	4.3.f, 4.3.h
4.8	Diversity of P-12 Students in Clinical Practice Sites for Advanced Preparation Programs	4.3.f

STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1   Faculty Qualifications, Performance, and Development

5.1.a Qualified Faculty
Summarize unit's expectations for and evaluations of its professional education faculty, school-based faculty, and university clinical faculty regarding faculty qualifications. [6,000 characters]

The ability of the unit's faculty to support advanced program candidates in their TREC learning journey depends upon having a highly qualified and diverse faculty and staff. The unit supports the need to embrace the central dispositions of tolerance, persistence, compassion, development, trust, and collegiality to adequately prepare and further develop educators. The unit actively recruits, hires, and retains qualified faculty who portray these attributes.

Expectations for and evaluations of all graduate advanced program faculty and University clinical faculty are outlined in each department's Faculty Evaluation Committee (FEC) Guidelines (Exhibit 5.1 ES FEC Guidelines and Exhibit 5.1a C&I FEC Guidelines), Annual Performance Evaluation (APE) paperwork (Exhibit 5.2 Faculty Annual Performance Evaluation Form), and the Expert Practitioner Policy (Exhibit 5.3 Expert Practitioner Policy).

Exhibit 5.4 (Faculty Qualifications) provides representative information about the unit's full-time graduate faculty's rank, status, scholarship, and service to and experience in Pk-12 schools. Eighty-five percent of the unit's full-time faculty members hold terminal degrees in the areas of teaching. Although only a limited number of scholarly activities are listed, it is obvious that they are designed to inform the various professional fields of faculty expertise. Finally, the unit faculty has solid footing into Pk-12 school experiences and intentionally "grows our own" in response to staying current with Pk-12 practices. Four current faculty members fit into that category, with two completing their doctorates with the support of the unit. The PDS relationships also testify to the expert practitioner and connection to Pk-12 philosophy of the unit.

As stated, overwhelmingly the unit's full-time faculty members hold terminal degrees related to their teaching assignments. In the two exceptions, both instructors have extensive practical experience in school settings and expertise in their content areas that qualify them for their roles within the unit. In cases where part-time faculty applicants have similar backgrounds, those with terminal degrees receive preference for the teaching assignment. At the same time, the unit believes that having candidates taught by expert practitioners adds value to their overall preparation. Exhibit 5.3 (Expert Practitioner Policy) shows the process for the selection of qualified expert practitioners in part-time positions to teach graduate level coursework.

5.1.b Modeling Best Professional Practices in Teaching
Summarize unit's expectations for and evaluations of its professional education faculty regarding modeling best professional practices in teaching. [6,000 characters]

CET course syllabi reference the TREC conceptual framework and its connection to the assessments that track the proficiency of all advanced program candidates. This reference to the

conceptual framework and the identification of which aspects of the framework correlate to each assignment models best professional practices in teaching. The unit utilizes the FEC and APE processes (described in more detail below) to encourage faculty to model best practices of teaching and to outline how these practices are evaluated. See Exhibits 5.1 ES FEC Guidelines and Exhibit 5.1a C&I FEC Guidelines, and Exhibit 5.3 Expert Practitioner Policy.

The FEC process is a critical measure of faculty accountability for excellent teaching. The FEC guidelines for each department define specific teaching expectations for all tenure-track faculty members. Faculty members in each department typically maintain a 9-to-12-credit hour load each fall and spring semester. Exceptions may include administrative duties, administrative/project release time (typically for matters that impact the unit and its initiatives, programs, and operations), or banked credit (Exhibit 5.5 Bank Credit Policy) which is accumulated through teaching graduate level courses and are utilized for faculty research through an application process if each department has successfully met its scheduling needs.

Each department identifies an expectation of teaching performance based on the faculty member's mean average on student evaluations. Students' comments on evaluations are also utilized to assess effective teaching. In addition, the dean has outlined his expectations for each aspect of the professorate and uses this guide to evaluate the FEC dossier and APE documents. This process insures that faculty performance expectations are consistent across the departments, all of which have slightly different FEC expectations. The ENMU *Faculty* Handbook explicitly allows for the dean to monitor consistent evaluation practices across the unit. To clarify these standards, in 2005, the dean distributed a guideline defining his expectations for teaching, service, and scholarship. See Exhibit 5.1 and Exhibit 5.1a for the FEC guidelines of the departments and Exhibit 5.6 (The Dean's Expectations for the FEC and APE Documentation).

The APE process is another critical measure of faculty accountability to assure that the faculty members' teaching is applied to current research and developments in their respective fields of expertise. The dean performs an ongoing analysis of faculty performance (teaching effectiveness, the ability to apply scholarship to teaching responsibilities, service, etc.). See Exhibit 5.6 (The Dean's Expectations for the FEC and APE Documentation) for the dean's FEC and APE expectations. The annual APE analysis documents the dean's expectations based upon the minimum expectations stated or implied in the FEC guidelines. Data from these reviews has been analyzed annually, but for trend analysis, the 2006, 2008, 2010, and 2012 data are used (see Table 5.1). Exhibit 5.7 (2006-2012 Faculty APE) provides the spreadsheet for the entire APE analysis. A productivity ratio is computed for each faculty member and averages are then reported by department. The minimum expectation for teaching as applied to the annual APE analysis is based on a teaching load of 12 credit hours, valued at a 1:1 ratio. As seen in the table, all departments exceed the minimum ratio. A higher value (greater than 1:1) typically initiates a curriculum review. The various teaching activities that are analyzed include but are not limited to semester load, development of new courses, course revisions, innovative methods, advising, projects/theses, grant proposals, grants funded, peer recognition, student activity sponsorships, student work published/recognized, alternative self-assessment used, professional development attendance, and evidence of differentiated instruction.

Table 5.1
APE Analysis of CET Faculty Teaching Productivity (2006, 2008, 2010, and 2012)
Productivity by Ratio to Minimum Expectations

Faculty Expectations	ES Department N=10	C & I Department N=12

2006	2.8	2
2008	3.1	3.8
2010	7.5	3.7
2012	4.1 (N=9)	3.5 (N=11)

Also considered carefully in the evaluation of faculty are the evaluations that candidates completed each fall and spring semester of all tenure-track and part-time resource faculty members. As part of the APE and FEC processes, each faculty member prepares a self-reflection of their students' evaluations, both quantitative averages by criterion and student comments. These self-assessments are the centerpiece of APE and FEC processes conducted each fall for all tenure and probationary faculty. CET faculty members are institutional leaders in teaching based on the results of Student Evaluations. Additionally, some faculty members survey their students periodically using independent measures of effectiveness or ask for feedback in different ways throughout the semester.

5.1.c Modeling Best Professional Practices in Scholarship
Summarize unit's expectations for and evaluations of its professional education faculty regarding modeling best professional practices in scholarship. [6,000 characters]

The FEC and the APE processes outline the expectations for and the evaluation of faculty regarding the modeling of best professional practices in scholarship. The FEC guidelines for each department define specific scholarship expectations for all department tenure-track faculty members. Types of scholarship expected of faculty for the FEC and APE analysis include but are not limited to books/dissertations/electronic media, monographs, research reports, book chapters, articles, research grants proposed, research grants funded, international/national presentations/papers/ posters, regional/state/local presentations/papers/posters, web publications, technical/accreditation reports, book/test/grant reviewer, editorial boards, dissertation committees, articles accepted or rejected for publication, transcriptions, and professional development in research. See Exhibit 5.1 and 5.1a for the FEC guidelines of the departments and Exhibit 5.6 for the dean's expectations.

Table 5.2 provides the ratio of faculty productivity based upon the minimum expectations in scholarship in 2006, 2008, 2010, and 2012 for all tenure track faculty and the two instructors of the unit. A productivity ratio is computed for each faculty member and averages are then reported by department. The minimum expectation for scholarly productivity is at least one state/regional/national presentation or one publication at the state/regional/national level per year, valued at a 1:1 ratio. As seen in the table, the ES and CI departments exceed the minimum ratio.

Table 5.2
APE Analysis of CET Faculty Scholarship Productivity (2006, 2008, 2010, and 2012)
Productivity by Ratio to Minimum Expectations

Faculty Expectations	ES Department N=10	C&I Department N=12
2006	5.5	4.7
2008	9.3	5
2010	10.8	2.8
2012	5.3 (N=9)	3 (N=11)

Exhibit 5.7 (2006-2012 Faculty APE) lists the type of scholarship and number of scholarly activities produced in 2006, 2008, 2010, and 2012. Regional, state, and local presentations, papers, and posters are the most common scholarly activity of the unit, followed by Web publications and international and national presentations, papers, and posters.

5.1.d Modeling Best Professional Practices in Service
Summarize unit's expectations for and evaluations of its professional education faculty regarding modeling best professional practices in service. [6,000 characters]

The FEC guidelines for each department outline specific service expectations for all of tenure-track faculty. Types of service expected of faculty for the APE analysis include but are not limited to committee memberships, national or state meetings, consultations, leadership roles, and community activities. See Exhibit 5.1 and 5.1a for the FEC guidelines of the departments and Exhibit 5.6 for the dean's expectations. Table 5.3 provides the ratio of faculty productivity upon the minimum expectations in service. The minimum expectation (ratio of 1:1) is at least three University committee memberships, attendance in at least three faculty group meetings, membership in at least three learned organizations related to the area of faculty expertise, and service or assistance to at least three community organizations or events. All CET faculty exceed the minimum ratio of 1:1. In all departments, service directly relates to teaching by contributing to University governance and policy formation, by connecting with professional colleagues, and by supporting college and community events. Connecting service with teaching is essential in the continual reflective practices of faculty in reviewing and updating coursework as well as providing a model of service for the unit's candidates in advanced programs.

Table 5.3
APE Analysis of CET Faculty Service (2006, 2008, 2010, and 2012)
Productivity by Ratio to Minimum Expectations

Faculty Expectations	ES Department N=10	C & I Department N=12
2006	2.8	1.8
2008	3.5	3.7
2010	3.2	3.3
2012	4 (N=9)	3 (N=11)

Exhibit 5.7 displays the service elements preferred by the unit faculty, the number of for each activity during the four years in review, and the top ranked activities. Committee work is the most common, followed by leadership roles and volunteering within the unit and in professional organizations.

5.1.e Unit Evaluation of Professional Education Faculty Performance
Summarize unit's expectations for and evaluations of its professional education faculty regarding faculty performance. [6,000 characters]

The process of faculty evaluation is outlined in the *Faculty Handbook* (Exhibit 5.8) and applies to all University faculty members. The primary responsibility for faculty evaluation rests with the faculty. Evaluation encompasses not only teaching and related functions such as advising and service on school/department, college and University committees, but also scholarly and professional activities and academic preparation. Recommendations for appointments, retention, promotion, leaves, and tenure originate with the faculty and are based upon these evaluations.

Regular faculty members are responsible for applying for change of status, following appropriate procedures, and submitting required materials.

Faculty evaluation is an annual process requiring probationary faculty members to prepare a review file for the first six contract years. Once a member is tenured, only the APE is required until a post-tenure review process occurs. Post-tenure review is after two years of unsatisfactory teaching recommendations on the APE.

This annual evaluation includes a number of steps or levels: FEC, department chair, college dean, and the vice president for Academic Affairs (VPAA), president, and then in some cases, the Board of Regents. The steps are as follows:

- Resource faculty evaluations stop at the college dean level following the chair and FEC.
- Probationary faculty in their first, second, and fourth years of contract, the evaluation stops at the college dean.
- Probationary faculty in the third, fifth, and sixth years of contract or who are applying for tenure and/or promotion, the process shall proceed through the VPAA.
- All promotion and tenure requests are reviewed by the president with recommendations moving to the BOR.
- For each evaluation, the faculty member may appeal an adverse decision to the next level, including the president and Board of Regents.

Other faculty members are evaluated in similar fashion. Full-time instructors in the CET are required to submit the same files in the same manner as tenure-track faculty. At this time only five instructors are classified in this manner. Resource faculty members do not submit files, but are evaluated using the University-wide student evaluation instrument. These are reviewed by the chairs and, if necessary, by the dean. Graduate Assistants (GAs) with teaching assignments are evaluated in accordance with Graduate School policy, which gives the graduate coordinators and graduate faculty the responsibility of evaluation annually or following the term of a contract. GAs may not be rehired due to ineligibility, unsatisfactory academic performance, reduction of course load, unsatisfactory performance in duties, or unjustified absenteeism from duties for more than five days in any given semester.

Table 5.4 provides a comparison of University and C&I and ES departments' Student Evaluation Ratings from spring 2012. This semester is representative for all previous semester comparisons since 2005 (See also Exhibit 5.9 University, CET Comparisons of Student Evaluation Ratings, Spring 2010). If there is a weakness for faculty teaching in the two departments, it is with timely and frequent feedback. However, the data indicates that the CET departments' faculty out-perform faculty in the other units of the University on all questions. Return rates for online evaluations from spring 2005 through spring 2010 are at 42%. Return rates for face-to-face instruction from the same time period are 58%.

Table 5.4
University, CET Comparisons of Student Evaluation Ratings (Spring 2012)

Academic Units	ES		C & I		Total for ES and C&I		University	
Question	Count	Mean	Count	Mean	Count	Mean	Count	Mean
Presents course material clearly	502	4.22	333	4.26	835	4.24	10,592	4.18

Explains how each assignment fits course	506	4.27	336	4.28	842	4.28	10,756	4.19
Explains course objectives clearly	504	4.28	336	4.29	840	4.29	10,600	4.20
Creates an unbiased learning environment	501	4.56	334	4.42	835	4.49	10,676	4.39
Test, projects relate to objectives	502	4.41	333	4.47	835	4.44	10,566	4.34
Encourages students to think creatively/critically	506	4.43	337	4.46	843	4.45	10,707	4.29
Provides timely and frequent feedback….to help students learn	502	4.24	333	4.19	835	4.22	10,578	4.15
Is accessible and responsive	504	4.37	338	4.30	842	4.34	10,760	4.28
Post office hours and meets them	426	4.47	291	4.39	717	4.43	9,808	4.36
Overall Averages	494.8	4.36	330.1	4.34	824.9	4.35	10,560.3	4.26

The APE and FEC processes require an in-depth reflective essay from the faculty members discussing student evaluations and other aspects of teaching as well as scholarship and service. It is expected that the faculty member address any complaints or low-performance criterion, discuss plans for innovation or revision, and provide an overall summation of teaching effectiveness. In case of unsatisfactory recommendations, the FEC, chair, or dean may develop a professional development plan, provide for peer mentorship, or other means of remediation and support. The data has various applications, including incentives such as teaching grants, Presidential Award nominations, and performance pay previous to the 2008-09 academic year when this incentive was suspended due to budgetary reductions.

5.1.f Unit Facilitation of Professional Development
Summarize resources, opportunities, processes, and outcomes regarding unit facilitation of professional development. [6,000 characters]

During this period of review, the major trends drawn from student evaluations, reflective essays from APE and FEC documents, and strategic plans highlight two major issues: online instruction and advisement. Faculty want professional development activities in these areas: learning new versions of the learning management system (LMS), Blackboard, incorporating new pedagogies, designing performance assessments/rubrics, employing newer technology applications within the LMS, and others. With the PPOHA grant, an instructional designer to work within the programs covered in the grant has been hired. This staff has worked with numerous faculty members to revise online coursework and to complete Quality Matters™ training. Individualized professional development is delivered by the distance education instructional technologist (a professional staff position), the PPOHA grant instructional designer, or fellow faculty members who are noted for developing online programming.

Faculty members are also encouraged to use their travel funds to support professional development by participating in conferences at the national, regional, and state levels. The CET has been instrumental in creating and sustaining the PDS Network, a body that supports statewide professional development for PDS functions. Many former and current advanced program candidates collaborate with faculty in-and-out-side of graduate level coursework through conducting research and reporting findings through such venues as professional conferences. Unfortunately, due to funding cuts, the Center for Teacher Excellence (CTE) was closed in 2009. The CTE sponsored professional development conferences for 19 years in the area of action research. The unit still sponsors web site space for the many CTE publications produced over the years.

Table 5.5 illustrates various professional development opportunities supported by the University and unit.

Table 5.5
Sample of Workshops, Conference Sessions, and Trainings for CET Faculty

Technology	• Blackboard trainings • Quality Matters™ • On-line instructional design trainings/courses • Association for the Educational Communications & Technology Conference sessions (national) • Production software • Whiteboard demonstrations • Online pedagogy demonstrations
Curriculum/Assessment/Advising	• New Mexico Higher Education Assessment and Retention Conference • New Faculty Orientations • New Faculty mentorships • Lead faculty trainings with resource faculty members • PDS Network conferences, 2007-2009 • CTE Action Research Conferences • Kennedy Center teacher in-service sessions (national) • Annual Effectiveness Plans - reviews and evaluations
No Child Left Behind and New Mexico HB 212	• Dean's state reports to CET General Faculty Sessions: EARS, HJM # 16, SJM # 3, 15, etc. • NMPED "Road Trip" trainings on regulation, licensure, HR, and 3-tiered licensure • New Mexico Association for Supervision and Curriculum conference • Attendance at legislative committee meetings, e.g., Legislative Finance Committee and Legislative Education Study Committee • Attendance, participation, and leadership for the NMASCD Dean's Group, Early Childhood Task Force, and Professional Practices and Standards Committee.
Accreditation/Conceptual Framework	• NCATE Continuing Accreditation workshops webinars and state-sponsored trainings • North Central Association reaccreditation trainings, locally • In house, dean's regular CET Advisory

Diversity	• Development of Dispositions Survey and bibliography • Renewal of the TESOL endorsement • Upgrading of TESOL endorsement materials with KSU
PPOHA Grant-Related	• Disability Workshop • Writing Strategies Workshop • Cultural Literacy 1 and 2 Workshops • Math Workshop • Multi-Modality Workshop • QM™ Trainings—Rubric and QM™ Standards • Mediasite and Skype Workshop • Mediasite and Wimba Workshop Podcasting Workshop • Social Media Training • Copyright Training
Other	• Registrations in other university coursework through tuition waiver benefit • Faculty wellness competitions and participation • VPAA leadership sessions with deans and department chairs

There are a few professional development events and resources available to the unit faculty on a routine basis. Annually, research grants from the VPAA and CET dean are available to support professional development, in-state and out-of-state faculty travel funds, and other related activities. These funds are annually distributed. The annual APE and FEC processes may identify needs for funding and support. In addition, ENMU is closely involved with the annual NMHEAR and NMASCD conferences, which have a high number of CET participants. The Region VI educational cooperative also provides an annual in-service conference.

Several faculty members maintain their national certifications by attending professional continuing education activities. Other personnel receive appropriate professional development for their teaching assignments through conferences and meetings. Resource faculty members receive orientation and guidance as needed from lead faculty members, who take responsibility for syllabi creation and maintenance for courses with multiple sections taught by different instructors. Graduate assistants receive an orientation from the Graduate School and individual training from faculty members or department chairs on the nature of their assignment, whether it is teaching, using technology, or conducting research.

5.2   Areas for Improvement Cited in the Action Report from the Previous Accreditation Review
Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard. [12,000]

No AFIs were identified for Standard 5.

5. 3   Exhibits for Standard 5

The following list of Standard 5 exhibits is found on the ENMU CET website. Each exhibit is linked with the focus visit IR.

ENMU IR Exhibit Number	ENMU IR Exhibit Name	NCATE IR Exhibit Reference

Exhibit 5.1 Exhibit 5.1a	ES FEC Guidelines C&I FEC Guidelines	5.3.d, 5.3.e, 5.3.f, 5.3.g, 6.3.e 5.3.d, 5.3.e, 5.3.f, 5.3.g, 6.3.e
Exhibit 5.2	Faculty Annual Performance Evaluation	5.3.d, 5.3.e, 5.3.f, 5.3.g, 6.3.e
Exhibit 5.3	Expert Practitioner Policy	5.3.b, 5.3.c, 6.3.a, 6.3a, 6.3.h
Exhibit 5.4	Faculty Qualifications	
Exhibit 5.5	Bank Credit Policy	
Exhibit 5.6	The Dean's Expectations for the FEC and APE	
Exhibit 5.7	2006-2012 Faculty APE	
Exhibit 5.8	Faculty Handbook	
Exhibit 5.9	University, CET Comparisons of Student Evaluation Ratings, Spring 2010	

STANDARD 6. UNIT GOVERNANCE AND RESOURCES
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1. Unit Governance and Resources

6.1.a Unit Leadership and Authority
Summarize unit's leadership and authority in the design, delivery, operations of all programs at the institution for the preparation of educators and other school professionals. [8,000 characters]

Authority within the University derives from the constitutionally-independent Board of Regents (BOR), through the University president, vice president for Academic Affairs (VPAA), and the dean of CET, and from the dean to department chairs, and to the unit's faculty (Exhibit 6.1 ENMU Organizational Chart and Exhibit 6.2 CET Organizational Chart).

The president of the University reports directly to the BOR. The current president has held the position since August, 2001. ENMU vice presidents report directly to the president. There are four vice presidents at ENMU. The vice president for Business Affairs (VPBA) oversees the fiscal and physical operations of the University; including University policy, all accounting offices, and the physical plant. The vice president of University Relations and Enrollment Services (VPURES) directs the offices of enrollment services, recruitment, student advising, the office of the registrar, and institutional technology. The vice president of Student Affairs (VPSA) coordinates student housing, food services, health services, financial aid, career and counseling services, disability services, and student discipline.

The vice president with direct oversight of graduate/advanced programs is the VPAA. The VPAA is the chief academic officer and coordinates and directs the four academic colleges, the graduate school, distance education and the academic library. The graduate dean has approval authority for graduate education, including degree plans, transcript audits, degree plan substitutions, graduate faculty status, graduate assistant allotments to each college and programs, and hiring and evaluating graduate coordinators.

The deans of the four colleges, including the unit dean, coordinate planning and consulting efforts, approve final schedules for curriculum delivery, and hire and evaluate faculty. The deans of the colleges direct the process of designing, planning and revising curriculum through faculty, departments, and the college Advisory Council. The graduate dean and the Graduate Council approve curriculum. The members of the Graduate Council (6.3 and 6.4 Charter of Graduate Council and Graduate Council Organizational Chart) include the graduate coordinators from each recognized graduate program on campus and the graduate dean.

The unit has the primary responsibility and authority to plan, deliver, and operate teacher education programs at the undergraduate and graduate levels. While located almost exclusively in the CET, there are a few graduate programs throughout the University that will provide, at the student's request, advisor-approved electives supporting unit graduate programs. All students seeking graduate degrees from the unit declare their majors through the admission process with the Graduate School, with secondary admission approval from the graduate program coordinators. While the CET collaborates with all colleges at the University to support

undergraduate programs and teacher preparation programs, graduate programs are directly aligned by field of study and expertise.

The Advisory Council (Exhibit 6.5 CET Advisory Charter, 6.6 CET Advisory Council Roster) is the governing and decision-making body of the unit. University governance directs the composition of college advisory councils. The councils are composed of department chairs. In the unit the Advisory Council is defined as the department chairs (one from each of the four departments), the CET assessment coordinator, and the coordinator of the Teacher Education Placement Office (TEP). The first meeting of the month is specific to department chair and TEP business and other items that may arise. During the second meeting of the month, the CET Advisory Plus Council meets. The Advisory Plus Council is the Advisory Council as described above expanded to include the graduate coordinators from each department (five in total), the distance education and outreach coordinator, and the distance education grant coordinator.

The Advisory Council and Advisory Plus Council are the venues through which department needs are forwarded to the dean and the councils for discussion and decision. The dean sets the agenda for the twice-monthly meeting. The meeting is conducted face to face with remote connection to the Hobbs distance education site. The dean, department chairs, graduate coordinators, faculty, professional and support staff, and other administrative bodies bring the items on the agenda forward as necessary. The Advisory Council is the single representative governing body of the unit. The Advisory Council follows the New Mexico Open Meetings Act (NMSA 1978, section 10-15) and is open to anyone who wishes to attend.

6.1.b Unit Budget

Summarize budget allocation and its sufficiency in supporting both campus and clinical work that are essential to the preparation of educators and other school professionals. [6,000 characters]

The unit receives budget allotments each year through the VPBA. (Exhibit 6.7 ENMU Budget) Budget changes are made in accordance with mandates from the NM Legislature as constitutionally required through the Higher Education Funding Formula. Exhibit 6.7 presents the budget, instructional FTE, and student credit hour (SCH) production of each college. While the Graduate School has an operating budget (Exhibit 6.8 – 6.8e) the allocation for graduate support is included in the unit budget. Department budgets are used to cover the expenses of the graduate coordinators' daily operational supplies and expenses. There are no funds for separate support staff for the graduate/advanced programs in the unit. (Exhibit 6.9 CET Department Operational Budgets). The budget for faculty salaries is also included in the college budget. Faculty members who are granted graduate faculty status are employed and supported through their individual colleges. There is no separate budget for unit graduate/advanced education.

In terms of sufficiency, the funds are adequate to provide effective programs, and the allocations are proportional to other colleges on campus. There are some needs that do go unmet due to budgetary constraints, but these do not negatively impact the overall quality of the educational programs of the unit. There have recently been University-wide cuts due to the national economic downturn that have been difficult for the campus; however, the mission and people of the University have been protected by the administration.

ENMU is fortunate in that higher than expected enrollment over the last several years has cushioned the economic impact on the University as a whole, including the unit. Further, the unit has experienced substantial growth in graduate programs in the last five years. During academic year 2010-2011, ES department secured funding for a new faculty member in Educational

Administration and C&I received a new graduate assistant due to the growth in the graduate reading program. ES submitted a proposal for a new faculty line for the 2013-14 academic year, but recently was notified the position was not funded. The denial was disappointing given the enrollment numbers in EDF coursework, but other avenues to meet growing enrollments are being explored. Departments within the unit have been forced to close classes due to high enrollment or cancel or not offer classes due to lack of qualified graduate/advanced program faculty to teach them. An increase in budget would provide for more opportunities for graduate students, growth, and enrollment income.

During the fall 2012 semester, the graduate dean requested a marketing plan from each graduate coordinator for use in the 2013-2104 budget process. The unit chose to present a College-wide marketing plan covering all advanced programs (Exhibit 6.10. Graduate Marketing Plan CET). Many of the graduate programs in the unit share faculty and resources; with this in mind, a unified collaborative marketing effort was deemed to be most effective.

The University continues to fund the unit to fulfill its mission, hire faculty (both full-time and resource), employ professional and support staff, and provide services necessary to ensure the viability and success of the education programs. However, as with most institutions of higher education, increased funding would open additional possibilities and enrollment opportunities.

6.1.c Personnel
Summarize policies, procedures, and practices of faculty workload; unit's use of faculty and personnel in ensuring coherency and integrity of programs and operations; and resources and opportunities for professional development.   [6,000 characters]

Faculty members have flexibility in performing their professional duties and responsibilities within the faculty contract (Exhibit 6.11) and University policies and procedures. Following state and institutional guidelines, full-time faculty members teach 12 hours each semester. Faculty loads are reviewed each semester by the dean to assure equity across the College. Faculty members who teach a combination of undergraduate and graduate courses are contractually required to teach a 12-hour load, but bank one-hour of credit time for each 3-credit graduate course taught. When credits total three, the faculty member has the opportunity to apply for three hours of reassigned time to devote to scholarship or service. Other than banking credit for reassigned time, faculty members receive reassigned time to administer grant activities; fulfill administrative responsibilities as department chair, graduate coordinator, or directors of the PDS; or when assigned to special projects (Exhibit 6.12 – 6.12i, Faculty Load Summaries). Faculty members teach during the summer, but do so on a volunteer basis and are contracted and paid on a separate contract. Faculty who teach courses with required clinical experiences are expected to supervise the clinical experiences within the course load.

All faculty members are required to advise as part of their faculty loads. With few exceptions, faculty members are not provided overload, release time, or stipends for advising. Advisees are assigned by graduate coordinators in a systematic manner to equitably distribute the department advising load and meet students' needs.

Faculty members who agree to complete independent/directed study courses do so without load credit. However, faculty do account for the courses within their APE/FEC documents. Most faculty members within the unit are generous with their time and professionalism to ensure students receive the coursework required for a timely completion of their educational programs.

If a faculty member has administrative duties, the duties are defined by a separate contract. Administrative duties such as department chair or graduate coordinator may come with release time and/or a stipend. The policies for deciding what type of compensation a faculty member receives for administrative duties are set and guided by the office of the VPAA. (Exhibit 6.13 Faculty Release and Stipend Obligations).

ENMU is a traditional teaching university in that teaching and curriculum development are of the highest priority. While faculty members are expected to complete the faculty evaluation components of scholarship and service, teaching is paramount to the successful mission of ENMU and the unit. Faculty members who complete their contractual obligation of 12 hours per semester have adequate time to complete their faculty obligations of teaching, scholarship and service. Some faculty members suggest that the majority of their service is completed on their own time within their professional work week. Faculty members are expected to hold six to ten office hours per week. The VPAA requires six to eight office hours for faculty member. However, the dean of the unit requires six to ten office hours with varying times and days of the week to meet with students. With the increase of online teaching, many faculty members complete the majority of their advising and mentoring of students through electronically-supported methods.

Class sizes within the unit vary based on the type of course, the delivery mode of the course, and the level of course. The dean of the unit maintains that education classes should be capped at 20 to 25 (Exhibit 6.14 Dean's Course Cap Determination Document) students based on the delivery mode, instructional methods, and clinical/field service requirements. Limiting class sizes ensures faculty effectiveness and student access to instructors.

Part-time instructors who teach for the unit are well qualified and are expert practitioners. Expert practitioners are educators in the field, with doctoral or master degrees, who are knowledgeable, skilled, and experienced in specific discipline areas. The guideline defines the temporary use of resource faculty as a tool to foster growth in local and distance education offerings. If enrollment is sufficient over a period of time, it can then be proposed to central administration that these positions be changed into permanent tenure-track lines (Exhibit 5.3, Expert Practitioner Policy).

There are four departmental secretaries for the unit, a full-time secretary split equitably between the Office of Outreach and the TESOL program, an administrative secretary assigned to TEP, and an administrative secretary for the dean. The coordinator of TEP is a full-time professional position who has a full-time secretary. Graduate assistants and student workers also provide support to faculty in a number of capacities (Exhibit 6.15 Graduate Assistant Allocations). There are no staff positions allocated to advanced programs only.

Both the unit and University support faculty professional development. Examples of faculty development activities include the first-year faculty mentoring program and the Faculty Investment Program (a one-course reduction in load and a series of workshops to transition faculty into the ENMU's institutional expectations), funding for travel to attend conferences, training in technology, and grants to faculty to support instructional development and research initiatives.

Chairs receive department budgets each year. The department budgets provide supplies and travel funds for department faculty members. In addition to the travel budget within each department, the dean of the unit provides supplemental travel funds when available. The dean first allots travel funds to faculty members who serve on state committees within the field of education and then supports faculty seeking tenure and promotion.

6.1.d Unit Facilities
Summarize campus and school facilities to support candidates in meeting standards, including support for use of technology in teaching and learning. [6,000 characters]

The Education Building (ED), renovated in 1997-1999, houses a majority of the unit faculty and programs. The ED provides housing for the administrative offices of the unit, DEO, CET Outreach, faculty members for C&I and ES, and classrooms. Greyhound Arena houses programs and faculty of the HPE Department. Greyhound Arena provides classroom space as well as faculty office space. Greyhound Arena also provides athletic facilities. The fourth department within the unit, FCS AG is located in three separate buildings. ECE has faculty and classroom space in the FCS building, which is located adjacent to the CDC with space for teaching and clinic experience. The AG program has recently been relocated to the newly renovated Agricultural Annex (AA) building. The Annex underwent an $800,000 renovation in 2010 including a new research lab and animal care facilities. The Annex provides office space for faculty and classroom space. Additions and enhancements will continue to be made to the Annex with an additional budget of $300,000.

There are two off-campus offices directly related to the unit. There are two full-time faculty members from C&I and a shared clerical position located at ENMU-R campus. The teacher education office there is staffed by a full-time secretary. The faculty use classroom space on the ENMU-R campus when necessary.

In Hobbs, ENMU has an office suite at New Mexico Junior College (NMJC). The facilities provided by NMJC include an office for one full-time faculty member/director of the Hobbs outreach site, full-time obligations split 6-hour teaching load, 6-hour director load. There is no secretarial support at the NMJC facility.

In the past several years capital renovation have been completed campus-wide, benefitting all students (Exhibit 6.16 ENMU Project Summary), including those in education programs. The technology infrastructure for the unit is sufficient and is upgraded as necessary to maintain current teaching and research technologies. All faculty members have Internet connection and computers in their offices. The University's computer upgrade and replacement plan calls for replacement of faculty computers every four years and computers in student labs every three years. Faculty and staff are encouraged to take advantage of computer and software workshops offered on campus. The University maintains a Help Desk, staffed by Instructional Technology Services (ITS) personnel, that provides technical support, including installation and trouble-shooting for computer hardware and software and maintenance of equipment in mediated classrooms. While the services of technicians are free to University users, departments purchase any needed supplies or parts. The University also provides technical assistance through the Faculty Resource Center located in the Distance Education office in the ED.

Last year as part of the PPOHA Grant (Exhibits 6.17 – 6.17e) a Graduate Commons Lounge was designed and funded. The Graduate Commons Lounge is located in the basement of the Campus Union Building (CUB) and includes space for meetings, study, and collaboration. The Commons is equipped with computer equipment, printers, and other equipment to positively enhance the production of successful graduate work. The Commons also provides a private area for graduate students to relax and engage in leisurely as well as academic activities.

6.1.e Unit Resources including Technology

Summarize resource allocations to support candidates in meeting standards, with provisions for assessment, technology, professional development, and support for off-campus, distance learning, and alternative route programs when applicable. [6,000 characters]

The unit's budget provides line-item tracking of expenditures and resources. Due to NM's primarily credit-hour based formula, enrollment trends directly affect additional funds that can be allocated to support facilities, equipment, and supplies. The NM Legislature is currently meeting and the formula for funding will be changed to include other factors. The new formula will not be known or impact the University budget until passed by the legislature and ultimately signed by the Governor. Other funding sources include grants, contracts, and donations that are distributed according to terms of acquisition.

Instructional Technology Services (ITS) has the primary responsibility for networking major computer systems across campus. ITS works with telecommunications and provides wiring, hardware and software support for the campus network. They maintain a supplemental helpdesk to assist both faculty and students with computer and email needs. ITS monitors systems such as Banner and provides programming support. The DEO maintains a helpdesk specifically dedicated to issues involving the Blackboard learning management system.

ENMU has over 500 computers located in a dozen computers labs strategically placed across campus. All labs have Internet access and several primary labs double as multi-media presentation classrooms. Four Mediasite origination rooms and one Mediasite mobile unit transmit classes throughout the region and the country. The ability to receive Mediasite transmission is only limited only by the equipment operated by the individual student. In the education building of the unit there are three classrooms with smart board and laptop technology, and one classroom is considered a fully functioning smart classroom. Computer systems on wheels (COWs) are available within each college, as are TV/DVD combinations. The Blackboard learning management system is available to faculty for both web-enhanced and online course.

Individual departments have also used their designated supply funds to purchase laptop computer and in-focus projector systems to aid faculty in the delivery and use of technology throughout the building. Faculty members have to request and reserve the limited equipment.

The nature of the CET Assessment System with five components reflects the collaborative efforts of the University to support the development and implementation of the CET Assessment System. Under the direction of the VPURES the unit has benefitted from the assistance of ITS. The CIDS was constructed and is maintained entirely by ITS as a service to the unit. The CIDS is integrated into the Banner framework for the transparency and efficiency of data management. ITS also built and maintains server availability for the M drive, which is solely for the secure storage and safe distribution of unit documents and files. Finally, IT is assisting with the piloting of the Dispositional Survey so that data can be entered online by participants and aligned with faculty needs. The unit is reviewing the possibility of moving to all online data storage, available to approved personnel.

The Office of Planning and Analysis (OPA) also works collaboratively with the unit and the VPAA. ENMU is a data-rich environment at the university level, enhanced even further by the Unit's assessment system. The OPA processes many surveys and data reports for the University including but not limited to the ESGSS, the National Survey of Student Engagement, student evaluations of faculty, faculty load, classroom assignments, and most data represented in the annual ENMU Fact Book (Exhibit 6.18 – 6.18b, ENMU Fact Books).

The Golden Library provides paper, electronic and online publications and resources to support student learning and faculty research, with the funding available (Exhibit 6.19 Library Holdings). A reference librarian and research assistant are available when the library is open. The library maintains an extensive web presence that offers assistance to faculty and links to resources, available databases and research information. Over 80 electronic databases, supplied by services such as ProQuest, First Search, Gale Group and individual, subject-specific sources can be accessed from any computer with internet connection. Some databases require a login and password for off-campus access and use. If materials are not available in-house, they may be obtained through InterLibrary Loan or with passport agreements with other NM and west TX academic libraries. Special Collections of Golden Library includes local and regional history, ENMU Archives, the Williamson Science Fiction and Fantasy Collection, and government documents.

The library divides its acquisitions funds into general expenditure and departmental funds. Departmental funds are allocated based upon a formula that considers credit hours, enrollment and relative cost of materials. Each department has a library liaison who works closely with faculty to determine final purchasing decisions. Contingency funds are available for new faculty member purchases (Exhibit 6.20 – 6.20b, Library Fund Allotments).

ENMU uses such technologies such as Skype, PREZI, Camtasia, and Live Person to enhance coursework, advising, consultation, and other faculty-to-student interactions. As new technologies are available, ITS in collaboration with the DEO and VPAA secures the technology and make training available so that faculty and students can use the new resources effectively

Student services and administrative offices including financial aid, registrar, student accounts, advising center, etc., have moved to systems allowing students at a distance to complete paperwork electronically, using their secure ENMU email address as an electronic signature. The idea of expanding forms and documents online is in its infancy, but growing rapidly to meet the needs of students.

6.2 Areas for Improvement cited in the Action Report from the Previous Accreditation Review
Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard. [12,000]

No AFIs for were identified for Standard 6.

6.3 Exhibits for Standard 6

The following list of Standard 6 exhibits is found on the ENMU CET website. Each exhibit is linked with the focus visit IR.

ENMU IR Exhibit Number	ENMU IR Exhibit Name	NCATE IR Exhibit Reference
6.1	ENMU Organizational Chart	6.3.b
6.2	CET Organizational Chart	6.3.a, 6.3.b
6.2a	CET Organizational Charts Roles Defined	6.3.a, 6.3.b
6.3	Charter of Graduate Council	6.3.b

6.4	Graduate School Organizational Chart/Membership Roster	6.3.b
6.5	CET Advisory Council Charter	6.3.a, 6.3.b
6.6	CET Advisory Council Roster	6.3.a
6.7	ENMU Operating Budget FY11	6.3.g
6.7a	ENMU Operating Budget FY 12	6.3.g
6.7b	ENMU Operating Budget FY 13	6.3.g
6.8	Graduate School Budget FY 10-11	6.3.g
6.8a	Graduate School Budget FY 10-11	6.3.g
6.8b	Graduate School Budget FY 11-12	6.3.g
6.8c	Graduate School Budget FY 11-12	6.3.g
6.8d	Graduate School Budget FY 12-13	6.3.g
6.8e	Graduate School Budget FY 12-13	6.3.g
6.9	CET Departmental Operational Budgets	6.3.f
6.10	CET Graduate Marketing Plan	4.3.h, 6.3.d, 6.3.e
6.11	Faculty Contract	6.3.h
6.12	Faculty Load Summary spring 07	6.3.h
6.12a	Faculty Load Summary fall 07	6.3.h
6.12b	Faculty Load Summary spring 08	6.3.h
6.12c	Faculty Load Summary fall 08	6.3.h
6.12d	Faculty Load Summary spring 09	6.3.h
6.12e	Faculty Load Summary fall 09	6.3.h
6.12f	Faculty Load Summary spring 10	6.3.h
6.12g	Faculty Load Summary fall 10	6.3.h
6.12h	Faculty Load Summaries fall 11-spring 12	6.3.h
6.12i	Faculty Load Summary fall 12	6.3.h
6.13	Faculty Release and Faculty Obligations	6.3.h
6.14	Dean's Course Cap Determination Document	6.3.a, 6.3.h
6.15	Graduate Assistant Allocations (University)	6.3.g
6.16	ENMU Project Summary	6.3.i, 6.3.j
6.17	PPOHA Grant Abstract	6.3.i, 6.3.j
6.17a	PPOHA Grant	6.3.i, 6.3.j
6.17b	PPOHA Budget Narrative	6.3.i, 6.3.j
6.17c	PPOHA Budget Final	6.3.i, 6.3.j
6.17d	PPOHA 2011 Report	6.3.i, 6.3.j
6.17e	PPOHA 2012 Report	6.3.i, 6.3.j
6.18	ENMU Fact Book 2010	6.3.e
6.18 a	ENMU Fact Book 2011	6.3.e
6.18b	ENMU Fact Book 2012	6.3.e
6.19	Library Holdings	6.3.j
6.20	Library Fund Allotments 2010	6.3.j
6.20a	Library Fund Allotments 2011	6.3.j
6.20b	Library Fund Allotments 2012	6.3.j