title II higher education act

2024 TITLE II REPORTS
National Teacher Preparation Data

NM | **Northern New Mexico College**
Traditional Report AY 2022-23
New Mexico

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

188058

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

921 N. Paseo de Onate

CITY

Espanola

STATE

New Mexico ▼

ZIP

87532

SALUTATION

Ms. ▼

FIRST NAME

April

LAST NAME

Barela

PHONE

(505) 747-5463 x00000

EMAIL

april.barela@nnmc.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	

Total number of teacher preparation programs:

2

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- ● Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	○ Yes	● No
Fingerprint check	● Yes	○ No	○ Yes	● No
Background check	● Yes	○ No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	○ Yes	● No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	○ Yes	● No
Recommendation(s)	● Yes	○ No	○ Yes	● No

Element	Admission		Completion	
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	● Yes	○ No	● Yes	○ No
Other Specify:	○ Yes	● No	○ Yes	● No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 2.5

4. Please provide any additional information about the information provided above:

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

○ Yes
● No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	○ Yes	○ No	○ Yes	○ No
Fingerprint check	○ Yes	○ No	○ Yes	○ No
Background check	○ Yes	○ No	○ Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	○ No	○ Yes	○ No
Minimum GPA	○ Yes	○ No	○ Yes	○ No
Minimum GPA in content area coursework	○ Yes	○ No	○ Yes	○ No
Minimum GPA in professional education coursework	○ Yes	○ No	○ Yes	○ No
Minimum ACT score	○ Yes	○ No	○ Yes	○ No
Minimum SAT score	○ Yes	○ No	○ Yes	○ No
Minimum basic skills test score	○ Yes	○ No	○ Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No

Element	Admission		Completion	
Recommendation(s)	○ Yes	○ No	○ Yes	○ No
Essay or personal statement	○ Yes	○ No	○ Yes	○ No
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify: [ ]	○ Yes	○ No	○ Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

[   ]

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

[   ]

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. **(§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))**

Are there programs with student teaching models?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	133
Number of clock hours required for student teaching	560

Are there programs in which candidates are the teacher of record?

○ Yes
● No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	0
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	17
Number of students in supervised clinical experience during this academic year	22

Please provide any additional information about or descriptions of the supervised clinical experiences:

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	61
Subset of Program Completers	22

Gender	Total Enrolled	Subset of Program Completers
Male	3	0
Female	58	22
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	11	4
Asian	3	2
Black or African American	1	0
Hispanic/Latino of any race	39	14
Native Hawaiian or Other Pacific Islander	0	0
White	7	2

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	0	0

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2022-23**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	**Teacher Education - Special Education**	

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	8
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	14
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2022-23**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	8
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	14
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	

CIP Code	Academic Major	Number Prepared
54	History	
99	Other Specify:	

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. **Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

   - ● Yes
   - ○ No

2. **Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

   - ● Yes
   - ○ No

3. **Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

   - ○ Yes
   - ○ No
   - ● Program does not prepare special education teachers

4. **Prospective general education teachers are prepared to provide instruction to students with disabilities.**

   - ● Yes
   - ○ No

5. **Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

   - ● Yes
   - ○ No

6. **Prospective general education teachers are prepared to provide instruction to students from low-income families.**

   - ● Yes
   - ○ No

7. **Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

   - ● Yes
   - ○ No

8. **Describe your institution's most successful strategies in meeting the assurances listed above:**

   The needs of general education teachers include the ability to provide instruction to linguistically, economically, socially, culturally and academically diverse students. The Department of Teacher Education (DTE) at Northern New Mexico College (NNMC) continues to include the following in their program: A TESOL endorsement embedded in the Elementary Education program, entry-level courses aligned to upper division coursework; EDUC 1120 Foundations (IDEA laws and concepts like free appropriate public education and LRE) with co-requisite EDUC 1190 Practicum, and EDUC 2220 Ed Psych (students become familiar with SPED categories, and learn about FBA). The upper division inclusion of SPED 4475 Curriculum Methods & Materials for Special Education, and EDUC 4450 Pedagogy (researching disability categories covered under IDEA) are included to align and support the lower division coursework. Candidates are placed in diverse settings while enrolled in the program. With these strategies in place, we can assure

that our candidates will be day one ready teachers upon completion on our program.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> Report Progress on Last Year's Goal (2022-23)

>> Review Current Year's Goal (2023-24)

>> Set Next Year's Goal (2024-25)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ○ Yes
- ● No

2. Describe your goal.

3. Did your program meet the goal?

- ○ Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or clear responses already entered).

- ○ Yes
- ● No

2. Describe your goal.

3. Did your program meet the goal?

- ○ Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1) (A)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Continue with recruitment efforts advertising the TESOL embedded endorsement in the BA Elementary Education program and expand efforts to the BA Early Childhood program.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

The Department of Teacher Education (DTE) BA Elementary Education program has TESOL preparation and curriculum embedded in individual coursework that teacher candidates complete as they progress toward program completion. This is advertised on our Department of Teacher Education website, department handouts, college catalog, and is standard information given to potential students inquiring about our teacher education programs. The DTE also recruits and advertises for the Teacher Education programs in the following ways: working with various school district, principles and HR directors; faculty and personnel attend career fairs and other community events where they promote the programs including the TESOL endorsement and other opportunities. Department faculty and personnel also work with PED to develop and recruit for TESOL and bilingual education programs by offering summer institutes in collaboration with district partners. Teacher candidates are also made aware of scholarships and funding opportunities that support these programs.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Better describe to potential teacher candidates what TESOL is, why it is important, and what job opportunities are available. Improve recruitments by providing more detailed information on college website and social media campaigns. A lesson learned in recruiting for the BA Elementary Education degree with embedded TESOL endorsement is that we often need to clarify that the endorsement is embedded in the course work and therefore additional courses are not required, but the endorsement does need to be applied for upon completion of the degree. The DTE provides diverse student teaching experiences and diverse field experiences to allow students to get experience working with English language learners. We also teach our students how to use various technology resources to teach English language learners. In various coursework, teacher candidates will continue to learn about cultural and linguistic diversity and how limited proficiency in English does not equate or should not be mistaken for a disability. Teacher candidates will also continue to learn effective assessment methods for students with limited English proficiency including assessing students in their native language when appropriate and using multiple sources of data (family, classroom observations, informal assessments).

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Continue with recruitment efforts advertising the TESOL embedded endorsement in the BA Elementary Education program and expand efforts to the BA Early Childhood program and the ALP licensure programs. Continue the efforts of developing and expanding the bilingual endorsement as an option for the BA Elementary Program and the stand-alone endorsement.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Continue with recruitment efforts advertising the TESOL embedded endorsement in the BA Elementary Education program and expand efforts to the BA Early Childhood program and the ALP licensure programs. Continue the efforts of developing and expanding the bilingual endorsement as an option for the BA Elementary Program and the stand-alone endorsement. Grow the Summer Lanugage Institute by double enrollment during the 2024 summer program.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	1			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5024 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2020-21	5			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2021-22	5			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2020-21	2			
PNM0051 -NES ASSESSMENT OF PROF KNOWLEDGE: ELEMENTARY Evaluation Systems group of Pearson All program completers, 2020-21	1			
PNM0102 -NES ELEMENTARY EDUCATION I Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PNM0103 -NES ELEMENTARY EDUCATION II Evaluation Systems group of Pearson All program completers, 2020-21	1			
PNM0001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2021-22	1			
PNM0001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2020-21	4			
PNM0002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2021-22	2			
PNM0002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2020-21	4			
PNM0003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	1			
PNM0003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	3			
PNM0104 -NES ESSENTIAL COMPONENTS OF ELEM READING INSTR Evaluation Systems group of Pearson All program completers, 2020-21	1			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	6			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2022-23	5			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2020-21	3			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

THIS PAGE INCLUDES:

>> Summary Pass Rates

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	12	2	17
All program completers, 2021-22	9		
All program completers, 2020-21	12	1	8

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ● Yes
- ○ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☑ State
- ☑ CAEP
- ☐ AAQEP
- ☑ Other specify:

   Institutional: HLC

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   ● Yes
   ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   ● Yes
   ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   ● Yes
   ○ No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

   Program assignments require students to integrate technology in curricula as they progress though the program. An example of a program assignment includes; Students will critically reflect on the science of reading and the use of technology based resources, or differentiated instruction (cultural, linguistic, academic responsive instruction) to enhance reading instruction (EDUC 3310). A department lesson plan template was developed that reflects the components of an instructional segment that includes technology is infused in curriculum development and implementation. The lesson plan is required to be used throughout all courses; introduced in the 100 and 200 level coursework and mastered in the capstone experience (student teaching). The 3 Principles of Universal Design for Learning are embedded in the required lesson plan template. •Principle I. Provide Multiple Means of Representation. Present information and content in different ways. •Principle II. Provide Multiple Means of Action and Expression. Differentiate the ways that students can express what they know. •Principle III. Provide Multiple Means of Engagement. The area that the DTE needs to further develop is the use of technology to collect, manage, and analyze data in order toimproe teqaching and learning. While students are required to collect, manage, and analyze data, they are currently not required to use any technology as a tool to do so. This is an area for improvement.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   The Early Childhood program includes a strong focus on the identification and working with students and families that may have a disability. Students take ECED 3304 Young Children with Diverse Abilities. The program ensures that all candidates are placed in diverse settings while enrolled in the program. While working with students with disabilities is woven throughout the entire curriculum, there are two specific courses that are required for all students in the General Education program: SPED 4455 – The Special Education Program: The Self-Contained or Inclusive Multicultural Classroom; and EDUC 4495 – Assessment and Evaluation of Student Learning in the Culturally and Linguistically Diverse Classrooms.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.***

   Students are required to participate in all duties as outlined in the student teaching capstone experience in which the school mentor will engage. This would include sitting in with their school mentor as part of the IEP team. Students are prepared for this experience through the curriculum. While working with students with disabilities is woven throughout the entire curriculum, there are two specific courses that are required for all students in the General Education program: SPED 4455 – The Special Education Program: The Self-Contained or Inclusive Multicultural Classroom; and EDUC 4495 – Assessment and Evaluation of Student Learning in the Culturally and Linguistically Diverse Classrooms. Students focus on teacher knowledge and application skills in teaching curricula aligned with Common Core State Standards. Students explore areas of individualized modifications and/or accommodations when the general education curriculum is not appropriate. Students address instructional strategies in meeting the needs of the special learner with transition as a major component, with emphasis on the application of technology to support teaching and learning. Students address and integrate the Individual Education Plan (IEP) throughout the learning process. The Early Childhood program is strongly focused on the identification and working with students and families with disabilities. ECED 3304 Young Children with Diverse Abilities is specifically designed to address the processes and requirements under IDEA regulations.

   c. **Effectively teach students who are limited English proficient.**

   In response to the demands of local and state educational agencies to prepare teachers to successfully interface with the present-day classroom realities, the Department of Teacher Education (DTE) at Northern New Mexico College (NNMC) has thoroughly examined their teacher education programs. The needs of general education teachers now include the ability to provide instruction to linguistically, economically, socially, culturally and academically diverse students. The DTE examined, revised, requested and received approvals for curricular program changes from the New Mexico Public Education. The program changes include the addition of a TESOL endorsement embedded in the Elementary Education program. In addition to the TESOL endorsement embedded in the Elemementary Education program, the Department of Teacher Education, through a grant from the New Mexico Public Education Department, organized the 2022 Summer Spanish Immersion Institute. This institute hosted a total of eleven students and prepared them to take the "Prueba de Espanol para la Certifiacacion Bilingue" exam to obtain their licensure in Bilingual Education. Of the eleven students, one student dropped the program after the first week, and nine out of the ten students passed the exam.

2. **Does your program prepare special education teachers?**

   ○ **Yes**

○ **No**

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.*

c. Effectively teach students who are limited English proficient.

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

I. Annual summary of activities The Department of Teacher Education (DTE) experienced a significant increase in unduplicated student enrollment during the 2022-2023 academic year. In the fall 2021, there were 83 students enrolled; in the fall 2022, there were 104 students for a 25.3% increase. In the spring 2022, there were 70 students enrolled; in the spring 2023, there were 119 students enrolled making for a 70% increase. Graduation rates also increased; in 2021-2022 there were 32 graduates and in 2022-2023 there were 50 graduates. The 56.25% increase was a celebration for all with the indicators of higher graduation rates leading to an increase in student retention rates. The significant increase in student enrollment, retention and graduation rates was met with enthusiasm by the faculty and staff. Second sections of courses were added to the schedule of classes during both semesters and an increased demand for student and faculty services was set in motion. A. Student Transformation The majority of the student population enrolled in the DTE work either full-time or part-time in school settings. This fact means any and all services provided to students must accommodate the student's availability. It is not uncommon for students not to be able to access email notices during the day since outside websites are blocked and personal calls are not allowed during the time students are present in classrooms. A fully asynchronous online program is a must for most students. The online course format includes not only the department coursework, but all coursework subscribed in the student's program of studies. The DTE has met the challenge of providing all department coursework online. Another student transformation that has increased student engagement and success has been the full implementation of departmental holistic advising. The approach requires the support of all faculty and staff to work as a team in providing a one-stop approach to services. Students are provided advising that is tailored to their schedules and availability. A departmental structure has been designed that allows for multiple checks and balances to ensure students are supported from application to the college, to the department, department scholarship/financial aid support, program degree development and maintenance, to graduation. In early spring 2023, a project request was made to NMPED for faculty, staff, and students to work collaboratively to design and develop the NNMC Teacher Educator Preparation Program Portfolio. The portfolio framework would serve as the means to meet the April 2022 state Memorandum: "Beginning in July 2022 approved educator preparation programs in the State of New Mexico must adopt a standardized portfolio that will serve as a rigorous approval process to becoming a licensed educator in the State of New Mexico and Praxis examination pathways will be removed for educators that will graduate in the spring, 2024. All Elementary Educators seeking licensure must still complete Praxis: Teaching of Reading Elementary Examination per state statute 22-10A-1 NMSA 1978" (NMPED Portfolio Guideline document, Spring 2023). The final completed portfolio process was submitted and approved by NMPED as meeting all requirements in late July 2023. The final NMPED approval provided the use of the portfolio to include the fall 2023 semester; a full semester before the deadline of Spring 2024. As outlined in the Yazzie/Martinez, the practice-based assessment is expected to have a positive impact on NNMC student licensure opportunities and "…to address past systemic failures to address the historic inequities within education institutions" (NMPED Guidelines to develop a Portfolio, Spring 2022). B. Operational Excellence The DTE has implemented several initiatives that support the more efficient and effective building of practices that contribute to excellent customer service. Initiatives that impact students include the full participation of all faculty (including adjunct) and staff in a PD opportunity in the development of a programmatic key assessment that will be used across AA, BA, and ALP programs. The full participation of all faculty using the assessment will support continuity and consistency across course expectations and deliverables. Practices between Education and other departments include working collaboratively with Admissions, Advising, Financial Aid, Registrar, and the Business Office in order to design seamless practices that support college-wide systems that encourage open and professional communications between all stakeholders. Outside partners have been engaged in the initiation of an Advisory Committee that will bring together a community of stakeholders with unique knowledge and skills to support the critical examination of the Department's education programs resulting in strategic program improvement efforts.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

April Barela

TITLE:

Data Manager Analyst

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Sandra Rodriguez

TITLE:

Chair, Department of Teacher Education