

REVIEW OF UNM COLLEGE OF EDUCATION TEACHER PREPARATION

THE UNIVERSITY OF NEW MEXICO

Report 2013-29
June 11, 2014



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ABBREVIATIONS

AIMS	Albuquerque Institute for Mathematics and Science
ALL	Alliance for Leading and Learning Grant
APS	Albuquerque Public Schools
AY	Academic Year
CAEP	Council for the Accreditation of Educator Preparation
CEPR	Center for Education Policy Research
COE	UNM College of Education
College	UNM College of Education
CPAC	Community Partners Advisory Committee
ELOL	Department of Education Leadership and Organizational Learning
EPAC	External Professional Advisory Committee
ES	Department of Educational Specialties
FY	Fiscal Year
HESS	Department of Health, Exercise, and Sports Sciences
I&G	Instructional and General
IFCE	Department of Individual, Family, and Community Education
Internal Audit	University of New Mexico Internal Audit Department
ISLLC	Interstate School Leaders Licensure Consortium
IT	Information Technology
LAPE	Latin American Programs in Education
LESC	Legislative Education Study Committee
LFC	Legislative Finance Committee
LLSS	Department of Language, Literacy, and Sociocultural Studies
MCREL	Mid-Continent Research for Education and Learning
MEC	Center for Multicultural Bilingual Education
MOU	Memorandum of Understanding
NCATE	National Council for Accreditation of Teacher Education
NCTQ	National Council for Teacher Quality
NM PED	New Mexico Public Education Department
NMSLI	New Mexico School Leadership Institute
NMTA	New Mexico Teacher Assessments
OGCR	Office of Government and Community Relations
OLIT	Organizational Learning and Information Technology
PMT	Provost's Management Team
RPSP	Research and Public Service Project
STEM	Science, Technology, Engineering and Math
TED	Teacher Education Department
TEELP	Teacher Education, Educational Leadership & Policy
University	University of New Mexico
UNM	The University of New Mexico
UVA-STSP	University of Virginia School Turnaround Specialist Program

In AY 2013, the College had six academic departments. In AY 2014, The College combined Educational Leadership and Organizational Learning with the Teacher Education Department, resulting in five academic departments.

**College of Education
Enrollment by Department AY 2013**

Department	Undergraduate	Graduate	Total
Department of Teacher Education	975	775	1,750
Individual, Family, Community Education	480	461	941
Health Exercise and Sports Sciences	504	378	882
Educational Specialities	197	516	713
Educational Leadership and Organizational Learning	-	313	313
Language, Literacy, and Sociocultural Studies	-	444	444
Total Departments	2,156	2,887	5,043

Source: UNM COE

EXECUTIVE SUMMARY

As New Mexico’s flagship College of Education (COE), the UNM COE offers a wide range of high-quality instruction, diverse course offerings, active research programs, and challenging professional development opportunities for undergraduate and graduate students.

During Academic Year (AY) 2013, the College was organized into six departments, each having program units offering undergraduate or graduate degrees, including programs for preparation of teachers or school administrators. The six departments in the College during the period of review were: the Department of Educational Leadership and Organizational Learning (ELOL); the Department of Educational Specialities (ES); the Department of Health, Exercise, and Sports Sciences (HESS); the Department of Individual, Family, and Community Education (IFCE); the Department of Language, Literacy, and Sociocultural Studies (LLSS); and the Department of Teacher Education (TED). In academic year 2014, the department of Educational Leadership and Organizational Learning was merged into the Teacher Education Department, resulting in five academic departments within the College.

The College also has several Centers and Programs that conduct outreach and research, and directly assist with the department’s academic programs, the faculty, and students within the educational programs. The most significant Centers and Programs are:

- Center for Student Success
- Center for Education Policy Research
- Family Development Program

In AY 2013, the College had total enrollments of 5,043 students, of which 2,156 were undergraduate and 2,887 were graduate students, which includes

**UNM College of Education
Unrestricted Funds
FY 2013**

Revenues	
I&G	\$ 15,090,695
Research	281,567
Public Service	1,191,146
Endowments	315,204
Other Revenues	-
Total Revenues	\$ 16,878,612
Expenses, by Function	
Instruction	\$ 14,832,149
Distance Education	426,042
Research	380,233
Public Service	932,725
Non-Endowment Program Support	83,146
Student Awards	229,319
Endowment	82,953
Special Appropriation	-
Total expenses	\$ 16,966,567
Revenues over (under) expenses	\$ (87,955)

Source: UNM COE

**UNM College of Education
Restricted Funds
FY 2013**

Revenues		Departments	
Contracts and Grants	\$	397,562	
Expenses			
Labor	\$	250,359	
Non-Labor		145,595	
Total Expenses	\$	395,954	
Revenues Over (Under) Expenses	\$	1,608	
Revenues		Centers/Programs	
Contracts and Grants	\$	659,969	
Expenses			
Labor	\$	410,333	
Non-Labor		297,044	
Total Expenses	\$	707,377	
Revenues Over (Under) Expenses	\$	(47,408)	

Source: UNM COE

PhD students. In AY 2013, the College awarded 784 degrees, of which 414 were undergraduate and 370 were graduate degrees, which also includes PhD degrees.

The College is currently undergoing a re-visioning process aimed at addressing the many challenges facing public education in the state and the nation. The process will focus on the teacher preparation programs within the College. The Provost's Office has formed the Provost's Management Team to facilitate the re-visioning.

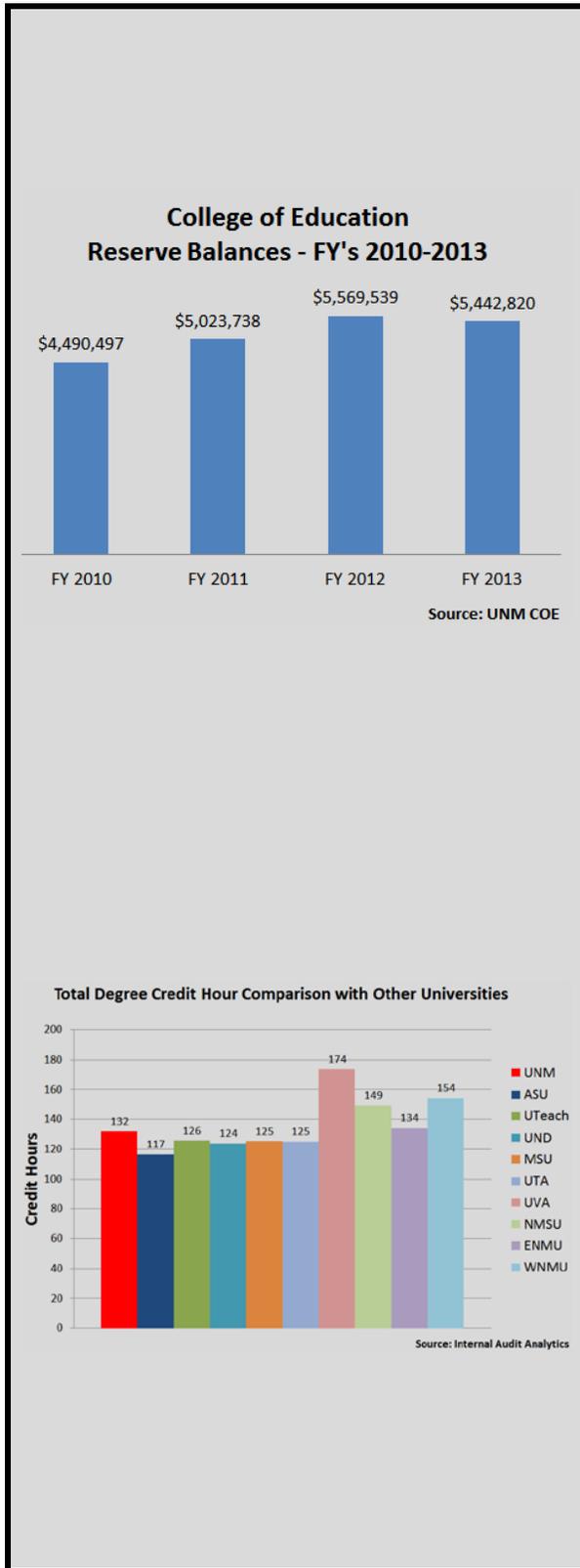
FINANCIAL ANALYSIS

Internal Audit compiled financial information of the College of Education (College) for the Fiscal Years (FY) 2011-2013. The presentation includes budget to actual reports, analysis of reserve balances and endowments, and a review of funding and expenditures of the College. For FY 2013, the College had total unrestricted revenues of \$16,878,612 and total unrestricted expenditures of \$16,966,567.

For FY 2013, the College's departments had an unrestricted net loss of \$469,736 (see [Exhibit 4](#)), and the College's Centers and Programs experienced total revenues over expenses of \$381,781 (see [Exhibit 5](#)). The total expenses over revenues for the College as a whole for FY 2013 was (\$87,955) as follows:

COE Departments	(\$469,736)
COE Centers and Programs	<u>381,781</u>
Revenue over (under) expenses	<u>(\$ 87,955)</u>

The College has restricted funds (Contracts and Grants) in its departments, and its centers and programs. In FY 2013, the COE departments experienced revenues over expenses of \$1,608. In FY 2013, the COE centers and programs experienced expenses over revenues of \$47,408, due



to grant cost sharing arrangements with the Office of Equity and Inclusion.

Reserves represent unrestricted carry-over funds available for spending at the beginning of the year. At each fiscal year-end, unspent funds are carried over into the new fiscal year. The reserve balance carry forward represents actual dollars after net income (loss) from the prior year. As of June 30, 2013, the College of Education had \$5,442,820 in carry-over reserves available for FY 2014.

TEACHER LICENSURE PROGRAMS

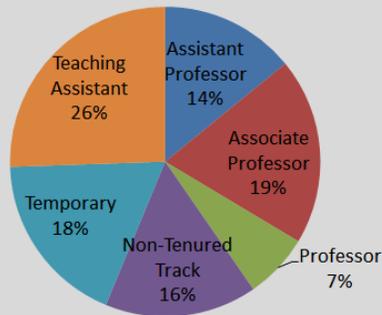
There are multiple pathways to obtain a teaching license in New Mexico, and the College has offerings in each of them. The most common paths include Traditional Licensure Programs, and Post Baccalaureate Programs.

Traditional Licensure Programs require a degree from an approved teacher preparation program, with specified core content including English, math, history, economics or sociology, science, and fine arts. In addition, candidates must take required coursework in pedagogy and methodology (varies by program), and pass the New Mexico Teacher Assessments (NMTA) exams for basic skills and the specific teaching discipline or field of study.

Post Baccalaureate Programs include the Master's Plus Licensure Program pathway, the Alternative Licensure Program pathway, the Alternative Licensure Portfolio pathway, and the District Alternative Licensure Pathway. Each pathway requires a Bachelors, Masters, or Ph.D. degree, and candidates must take required reading coursework and pass the NMTA.

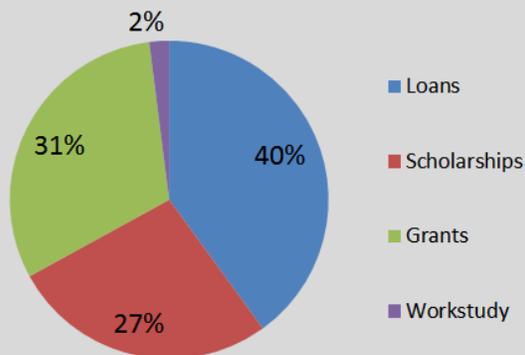
UNM COE average credit hours to obtain a teaching degree are 132 credit hours, which is comparable to other universities. The

Credit Hours Percentage by Faculty Rank for AY 2012-2013



Source: Office of Institutional Analytics

COE Financial Aid by Type AY 2012-13



Source: UNM COE

In Academic Year ended June 30, 2012, 299 UNM graduates held administrator licenses in New Mexico, and 9,683 UNM graduates held New Mexico teaching certificates.

accompanying chart shows the average credit hours to obtain a teaching degree in other universities, both inside and outside of New Mexico. In 2013, the Provost's Office recommended and the Faculty Senate approved the proposal to reduce all baccalaureate degree awards at UNM to 120 credit hours.

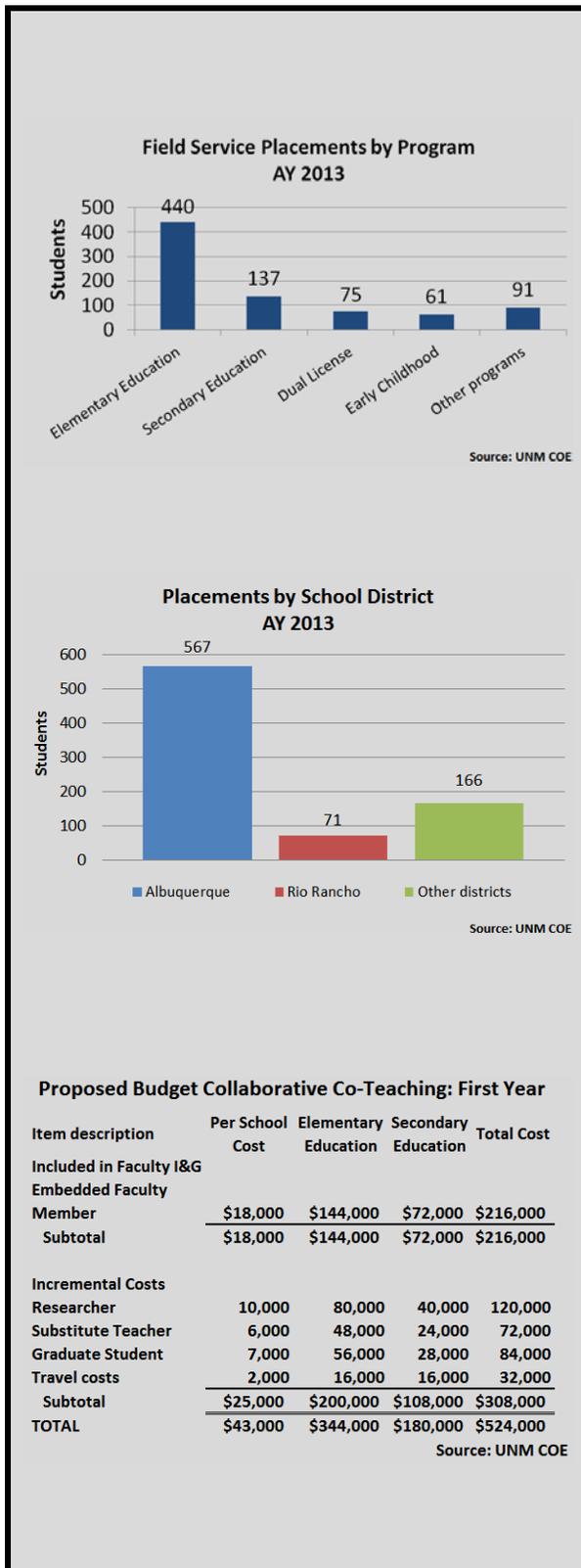
ACADEMIC ANALYSIS

Overall enrollments in teacher preparation degrees are down. The College's total enrollments have decreased 14% over the three year period by 809, from 5,852 in AY 2011 to 5,043 in AY 2013. The decline is primarily due to decreases in the Teacher Education Department which experienced a decrease in enrollment of 518 (23%), and the Educational Leadership and Organizational Learning which had a decrease in enrollment of 320 (50%).

Total credit hours taught during AY 2012-2013 totaled 56,272. Of this amount, 40% were taught by tenured and tenured track faculty (Professors – 7%, Assistant Professors – 14%, and Associate Professors – 19%); and, 34% of the credit hours were taught by non-tenured track faculty (Non-Tenured Track – 16% and Temporary Faculty – 18%). Of total credit hours 26% were taught by Teaching Assistants.

In AY 2012-13, financial aid awarded to COE graduates primarily consisted of loans and grants. Total loans were \$4,139,016 (40%) of total financial aid. Grants, including TEACH, Pell, and other grants were \$3,244,713 (31%) of total financial aid. Scholarships were \$2,875,724 (27%) of total financial aid, and work-study accounted for 2% financial aid received by COE graduates.

The New Mexico Teacher Assessments are required for individuals who are seeking initial New Mexico licensure. New Mexico's licensure



system requires individuals to complete a minimum of three competency examinations, which include basic skills, teacher competency, and content knowledge.

For Academic Year ended June 30, 2012, New Mexico teaching certifications held by UNM graduates primarily consist of Elementary (grades K-8) and Secondary (grades 7-12). Administration certification allows individuals to provide educational administrative duties for grades K-12.

FIELD SERVICE FOR TEACHER CANDIDATES

Field service experience for teacher candidates is required by the NM Public Education Department (PED) for teacher licensure and certification in New Mexico. The College includes field service in the curriculum for its teacher licensure programs, and has developed a field service portal to facilitate the placement of students in the field.

In AY 2013 the College successfully implemented the TK20 Higher Education system under a Banner Enterprise Resource Planning project. The TK20 system is designed for student assessment in both course based evaluations and field service evaluations.

In AY 2013, there were a total 804 field service placements of COE student teachers throughout school districts in New Mexico. The majority of the placements were made through the Teacher Education Department in the Elementary Education and Secondary Education Programs. Since the College is located in Albuquerque, the majority of field service placements are with Albuquerque Public School System (APS).

For fiscal years 2011-13, the traditional field service instructional costs were funded primarily from the budgets of four departments: Educational

A 2012 study by the College's Teacher Education Department demonstrated that the Co-Teaching Collaborative Model produced more effective classroom results than the traditional field service model.

In 2007, the College met all of the NCATE accreditation standards, and the New Mexico Public Education Department (PED) approved all of the College's licensure programs.

Specialties, Health Education, Exercise Science and Sports Administration (HESS), Individuals Family & Communities Education (IFCE), and Teacher Education (Including Education Leadership). In FY 2013, the total field service cost was approximately \$872,000.

In AY 2010, the College introduced the Co-Teaching collaborative model for clinical preparation of teachers. In this model, a group of 12-15 teacher candidates are placed within a co-teaching school. In AY 2014, the College currently has field service placement in four (4) Co-Teaching Collaborative Schools. The College's Teacher Education Department has proposed a budget to expand to a total of 12 Co-Teaching Collaborative Schools. The total estimated first year cost (in AY 2015) of Co-Teaching Collaboration in 12 schools for the elementary and secondary education program is \$524,000. The cost of the traditional field service model (\$872,000 in FY 2013) should decline as more students are placed under the Co-Teaching model.

ACCREDITATION REPORTS

The College is accredited under the National Council for Accreditation of Teacher Education (NCATE) accreditation system, which is a voluntary peer review process that involves a comprehensive evaluation of teacher preparation colleges. In Spring 2008, NCATE issued the NCATE Accreditation Action Report for the UNM College of Education. The UNM College of Education met all six NCATE standards.

Although the College met all the NCATE standards, the Board of Reviewers did note areas for improvement under NCATE Unit Standards. The College has implemented the recommended measures and is currently in process of preparing the Institutional Report for the 2015 NCATE accreditation.

The College has an effective Educational Leadership program and conducts research in Leadership and School Turnaround Programs.

EDUCATION LEADERSHIP AND TURNAROUND PROGRAMS

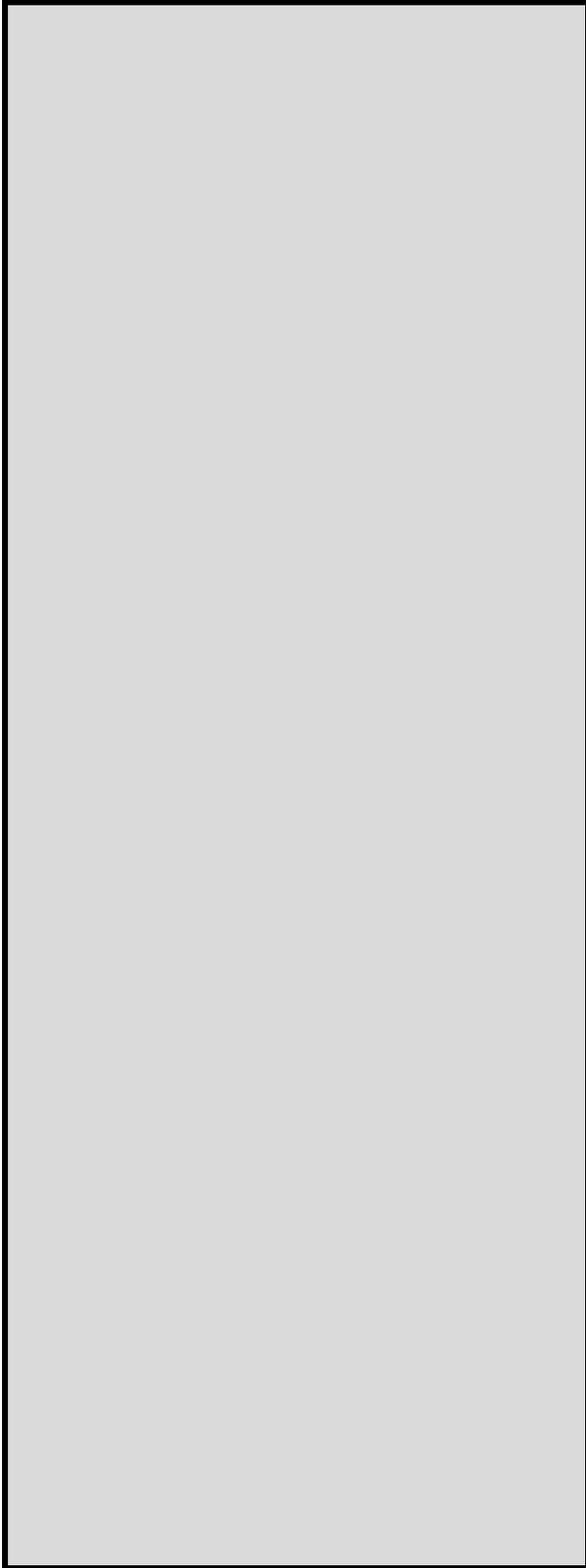
The Educational Leadership Program at the UNM College of Education has developed a school leadership program under a U.S. Department of Education Office of Innovation and Improvement School Leadership Program Grant (titled the Alliance for Leading and Learning Grant). The education leadership program aims to: recruit, support, and collaborate in the preparation of teacher leaders resulting in administrative licensure and placement in principal and assistant principal positions; provide support, assistance, and mentoring to novice principals and assistant principals in their induction years (one to three years), particularly those placed in high need schools; and, provide support, renewal, and career enhancement for currently practicing principals, particularly those in high needs schools.

CONCLUSION

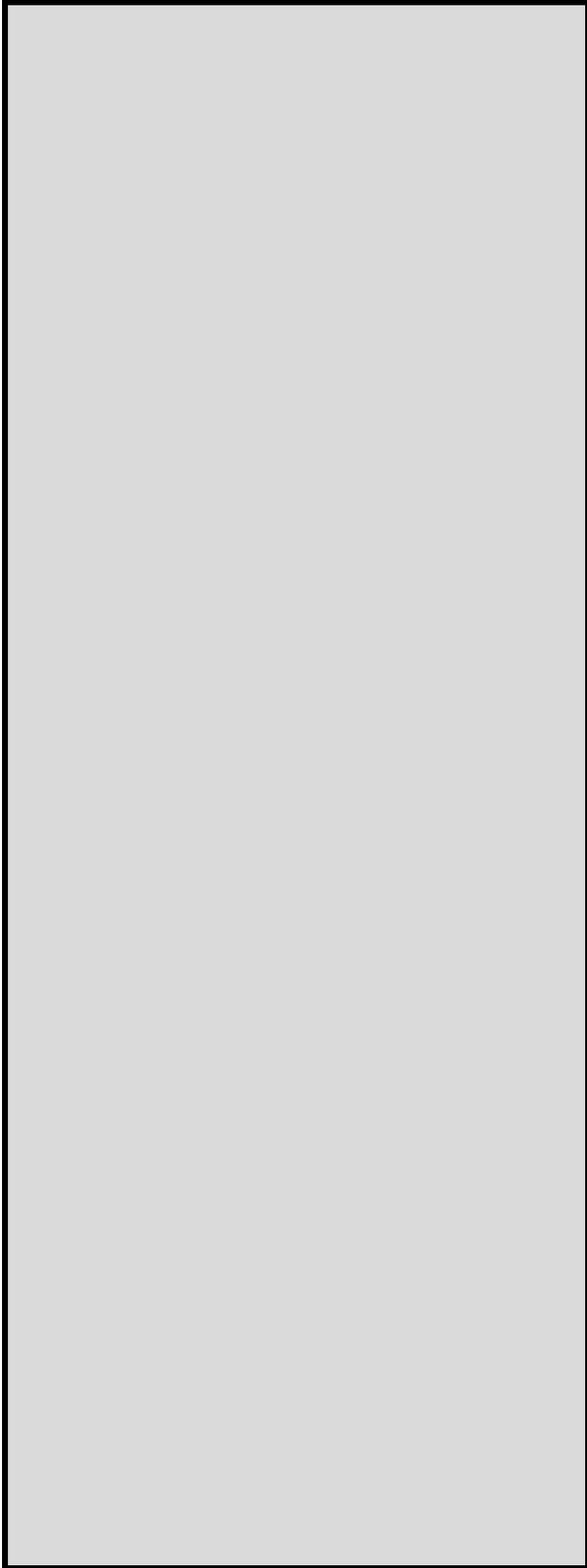
The College of Education is currently in a state of transition with a new Dean of the College, a robust re-visioning effort underway, and preparation for upcoming re-accreditation in 2015. The College has successfully implemented the 2008 NCATE recommendations including its TK20 Higher Education system, successful implementation of the Co-Teaching Collaborative School model, and has a robust Educational Leadership/School Turnaround program. Following are recommendations noted in the report, aimed at facilitation progress within the College.

Key Recommendations

1. The Dean should enforce UNM Reserve policies that require preparation and maintenance of adequate supporting documentation for committed and dedicated reservations.



2. The College should evaluate endowment expenditure and award activity to ensure endowment spending distributions and available reserves are optimally utilized, and communicate availability of scholarships to Chairs and students.
3. The College should ensure any redesign of the College addresses the Provost's recommendation for reducing minimum credit hours for degree programs, taking into account the NCATE standards and New Mexico statutory requirements.
4. The Provost should work with the College to become more involved in advisement of prospective COE enrollees earlier in their college career.
5. The Provost's Office and the College should explore data reporting alternatives to the first-time fall freshmen data reporting, and address limitations in access and availability of institutional data.
6. The Dean of the COE and the Provost's office should consider developing a College of Education Teacher Preparation Residency School.
7. The College should consider establishing a coordinated clinical field service assessment program to effectively provide feedback while teacher candidates are conducting field service and to follow up with them after graduation. The College should also assess the effectiveness of traditional field service and the Co-Teaching Collaborative models to determine how teacher candidates are performing in the classroom.



8. The Dean of the COE should work with the Provost's Office to develop a permanent funding model for field service, and explore expansion of the Co-Teaching Collaborative School model into rural areas of New Mexico.
9. The Provost's Office should work with the COE Dean, the Provost's Management Team, and the UNM Government Relations Department to pursue options for funding for the College's school turnaround programs.
10. The Dean of the COE should review the TK20 Higher Education curricular fees to ensure that expenses are still allowable, allocable, reasonable, and timely.
11. The Dean of the COE should work with the Office of the Provost and the Human Resources Department to ensure that all faculty and staff take the University's required annual training.

INTRODUCTION

BACKGROUND

The University (UNM) College of Education (COE) is New Mexico's flagship college of education, delivering high-quality instruction, diverse course offerings, active research programs, and challenging professional development opportunities for undergraduate and graduate students.

In academic year 2013, the College was organized into six multi-programmatic departments, each composed of several program units offering undergraduate or graduate degrees, in addition to preparation for teacher or school administration licensure. The six departments in the College during the period of review were: the Department of Educational Leadership and Organizational Learning (ELOL); the Department of Educational Specialties (ES); the Department of Health, Exercise, and Sports Sciences (HESS); the Department of Individual, Family, and Community Education (IFCE); the Department of Language, Literacy, and Sociocultural Studies (LLSS); and the Department of Teacher Education (TED). In academic year 2014, the department of Educational Leadership and Organizational Learning was merged into the Teacher Education Department, resulting in five academic departments within the College.

At the undergraduate level, the College offers initial teacher preparation programs for qualified individuals seeking careers in teaching and related occupations. At the graduate level, the College offers advanced professional education in careers in teaching and related occupations. In addition, the College has advanced professional education programs in specialized areas, including educational leadership, elementary education, secondary education, and counseling. The advance programs generally require prerequisite degrees, experiences, and/or professional licensure.

The State of New Mexico requires teacher licensure, including field service teaching experience, in order to teach in public schools in New Mexico. Students who complete an initial teacher preparation program are eligible to apply for the teacher license. The College's programs in initial and advanced professional educator preparation are approved by the New Mexico Public Education Department (NM PED) and are accredited by the National Council for Accreditation of Teacher Education (NCATE) and its successor organization, the Council for the Accreditation of Educator Preparation (CAEP).

College of Education Departments

Department of Educational Leadership and Organizational Learning

Educational Leadership degree programs prepare individuals to assume leadership positions in complex educational organizations at successively higher levels of responsibility. The programs offer leadership curricula in five core areas: Strategic Leadership; Organizational Leadership; Leadership for Learning and Professional Development; Community and Political Leadership; and Informed Leadership.

In Fiscal Year 2013, the Organizational Learning and Information Technology (OLIT) programs moved from the College to the University Library. In Fiscal Year 2014, the Educational Leadership department combined with the Teacher Education to form the Teacher Education, Educational Leadership & Policy (TEELP) Department.

Department for Education Specialties

The Department of Education Specialties has two degree programs: Art Education and Special Education.

Department of Health Exercise and Sports Science

The Department of Health Exercise and Sports Science (HESS) impacts citizens and institutions of New Mexico and other regions through teaching, scholarship, and service, pertaining to healthy lifestyles, disease prevention, and lifetime physical activity. The programs offer curricula in five areas: Athletic Training; Exercise Science; Health Education/Promotion; Physical Education; and Sport Administration.

Individual, Family, & Community Education

Individual Family & Community Education (IFCE) offers bachelors, masters and doctoral degrees focusing on family and community studies, including: Counselor Education; Educational Psychology; Early Childhood; Multicultural Education; Family Studies; and Nutrition.

Department of Language, Literacy, and Sociocultural Studies

The Department of Language, Literacy, and Sociocultural Studies (LLSS) offers master's degrees in the following concentrations: American Indian Education, Bilingual Education, Teaching English to Speakers of Other Languages, Educational Thought and Sociocultural Studies, Literacy and Language Arts, and Social Studies. The LLSS doctoral degree prepares students for college teaching, and for research and other leadership positions in education, social services, and allied professions. LLSS also offers an interdisciplinary program in Educational Linguistics and a program in Educational Media and Library Science for school librarians.

Teacher Education Department

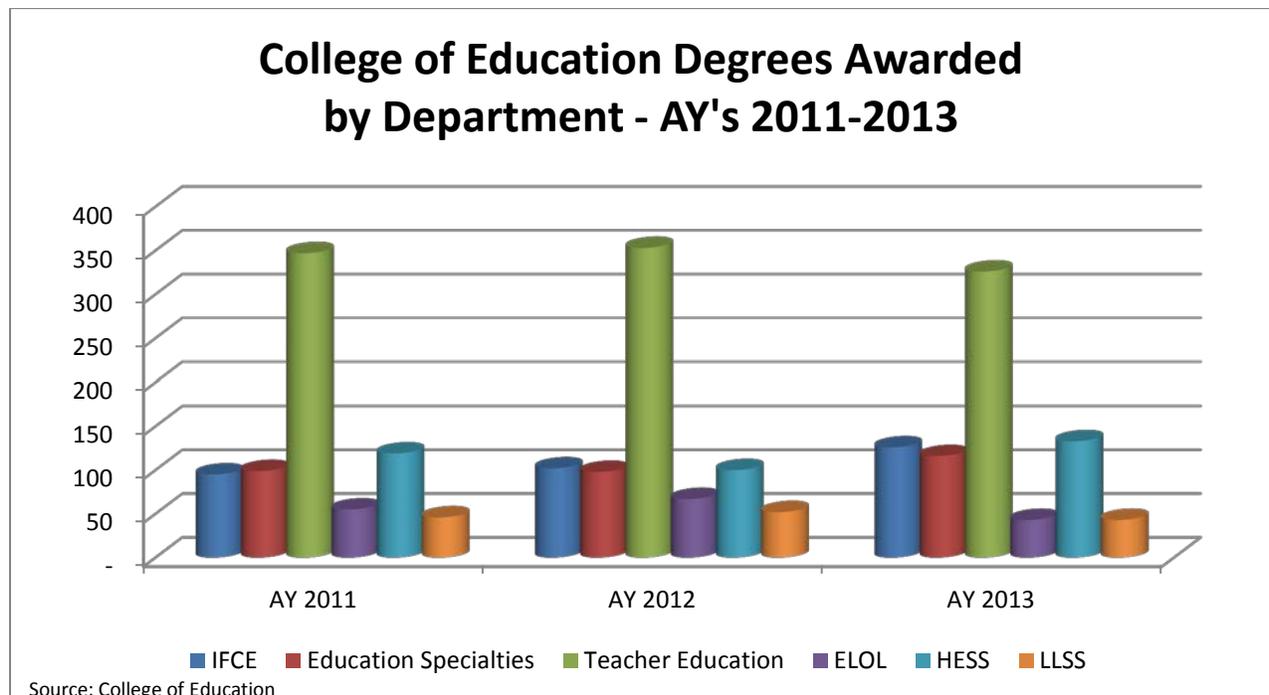
Teacher Education Department (TED) is the primary teacher preparation department in the College, offering undergraduate degrees in Elementary Education and Secondary Education, as well as Doctoral Degrees and Post Master's Certificates. During academic year 2014, the Educational Leadership Department combined its programs with the Teacher Education Department to form the Teacher Education, Educational Leadership & Policy (TEELP) Department.

Other COE Degree Programs

Other COE programs include educational administration programs, educational diagnosis programs, and school counselor programs. These programs are licensure programs, but are not considered teacher preparation programs. Nutrition and dietetics, counselor, and school administrator degrees require licensure by the state, but are not considered teacher preparation

programs. In addition, some teacher education degree programs are awarded by academic departments outside of the College of Education; for example, the visual arts, music and art education degrees are awarded by the College of Fine Arts.

In academic year 2013, the College awarded 784 degrees including 414 undergraduate and 370 graduate degrees, which includes PhD students ([Exhibit 1](#)). Of the degrees awarded in 2013, 532 were teacher preparation degrees, with the majority in Elementary Education (155 undergraduate and 93 graduate); Secondary Education (42 undergraduate and 34 graduate); and Special Education (43 undergraduate and 47 graduate). The degrees awarded from the College, by academic department, for AYs 2011-13 are presented in the chart below:



Centers and Other Programs

The College has a number of Centers and Programs that conduct outreach and research, and directly assist with department’s academic programs and the faculty and students within the educational programs. The most significant Centers and Programs are:

- Center for Student Success
- Center for Education Policy Research
- Family Development Program

Center for Student Success

The Center for Student Success exists to help students envision and achieve success both in and out of the classroom. The Center for Student Success was established in academic year 2010 through funding reallocated from the TED's recurring budget. The Center provides knowledgeable personal and academic advisement to students, and administers the Field Service Portal for placement of teacher candidates in clinical service positions.

Center for Education Policy Research

The Center for Education Policy Research (CEPR): conducts research on education policy topics of interest in New Mexico; communicates knowledge about education policy to diverse audiences; collaborates with policy makers and other researchers on systemic policy change; and educates researchers and policy makers about the value of data-driven policy making.

Family Development Program

The Family Development Program provides research-based professional development workshops throughout New Mexico and disseminates educational materials relevant to children's early education, growth, and development.

Other College units directly assist programs, faculty, and students in understanding diversity in educational contexts and participate in educational outreach and research. These units include: Institute for Professional Development, Center for Multicultural Bilingual Education (MEC) which houses Latin American Programs in Education (LAPE), Institute for American Indian Education, American Indian Language Policy Research and Teacher Training Center.

Re-Visioning the College of Education

The College is currently undergoing a re-visioning process aimed at addressing the many challenges facing public education in the state and the nation. The process will focus on the teacher preparation programs within the College. The Provost's Office has formed the Provost's Management Team to facilitate the re-visioning. Although they overlap, teacher preparation programs, licensure programs, and teacher education programs are not identical in nature, as each program has different goals and aspects. Teacher education broadly involves graduate programs, including the doctoral degrees, plus professional development with advanced studies such as family studies, early childhood, sports administration and counselor education, to name a few. Teacher preparation programs are primarily geared toward preparing teacher candidates for licensed teaching assignments within school systems. Licensure program is a broader description encompassing both teacher preparation, as well as licensure for other disciplines within the education field such as administration, counseling, nutrition, and health education. The Provost's Management Team (PMT) is comprised of faculty from the College and other key leadership personnel from related areas in the University.

The Provost's Office successfully conducted a search for a new dean of the College of Education. The new dean will start on July 15th, and take over the ongoing process of re-visioning the College of Education.

PURPOSE, SCOPE AND OBJECTIVES

The audit was selected as part of the UNM Internal Audit annual audit plan. The scope of the review was limited to reviewing data on COE teacher preparation programs, select financial analysis, and compliance with University policies. The financial information is compiled on the fiscal year ending June 30, and the academic measures are presented on the academic year, ending with summer semester.

PROCEDURES

Our review included interviewing key stakeholders in the higher education arena, as well as College of Education personnel. The review included the following procedures:

- Reviewing internal documents;
- Performing analytical procedures on financial data;
- Analyzing accreditation processes;
- Compiling academic metrics;
- Reviewing external data and research; and
- Performing tests of reserve and endowment balances.

OBSERVATIONS, RECOMMENDATIONS AND RESPONSES

UNIVERSITY AND COE STAKEHOLDERS

Key Stakeholders in COE Re-Visioning

National Interest

In June, 2013 the National Council for Teacher Quality (NCTQ) issued a report on the state of teacher education in the United States. The report evaluated more than 1,100 colleges and universities that prepare elementary and secondary teachers. The report was considered controversial, with most of the responses questioning the methodology of the evaluation. UNM College of Education received two stars (out of four) for undergraduate elementary education and graduate special education programs, and a low rating warning for undergraduate secondary education programs.

New Mexico Public Education Department

The New Mexico Public Education Department (NM PED) oversees the administration of public education in New Mexico, including teacher licensure. They also oversee teacher and public school evaluations, as well as approval of licensure programs at university colleges of education.

Legislative Education Study Committee and Legislative Finance Committee

The New Mexico Legislative Education Study Committee (LESC) conducts a continuous study of all education in New Mexico, the laws governing education, and costs of the New Mexico educational system, including the training of certified teaching personnel in postsecondary institutions. In addition, the committee recommends funding levels for public education, recommends changes in laws relating to education, and makes a full report of its findings and recommendations.

The New Mexico Legislative Finance Committee (LFC) makes budgetary recommendations to the New Mexico Legislature for funding state government and higher education and public schools, and provides the Legislature with objective analyses and program evaluations to improve performance and accountability through the effective allocation of resources.

COE Faculty and Provost's Management Team

The Provost's Management Team (PMT) is tasked with redesigning the College and is comprised of COE faculty members, as well as faculty members and administrators from other Schools and Colleges within the UNM System. The PMT continues to meet regularly with more intensive work being done by its four subcommittees:

- Teacher Professional Continuum – encompasses teacher preparation, evaluation, professional development, and licensure;
- Leadership Development – focus is on Principals, Superintendents, & School Boards;

- Vision and Mission – Overall vision for research, teaching, service, community engagement and future structure of the College; and
- Community Relations – deals with relationship of the College within UNM and broader communities in New Mexico.

External Professional Advisory Committee

The External Professional Advisory Committee (EPAC) is comprised of national scholars and educational leaders who will work in collaboration with the PMT in re-visioning the COE. The group's work will focus on three substantive areas:

- Effective training of teacher candidates in the public school of the future;
- The effective teacher in the teaching profession of the future; and
- Elements of institutional change for leading Colleges of Education of the future.

Community Partners Advisory Committee

The Community Partners Advisory Committee (CPAC) is a statewide committee comprised of educational and business leaders who will work in collaboration with the PMT in re-visioning the COE. The CPAC group of stakeholders in public and tribal education from communities and organizations around New Mexico continues to meet regarding schools, teacher preparation, and school leader preparation. The committee's recommendations will help inform UNM's development of the College of Education.

Other Interested Parties

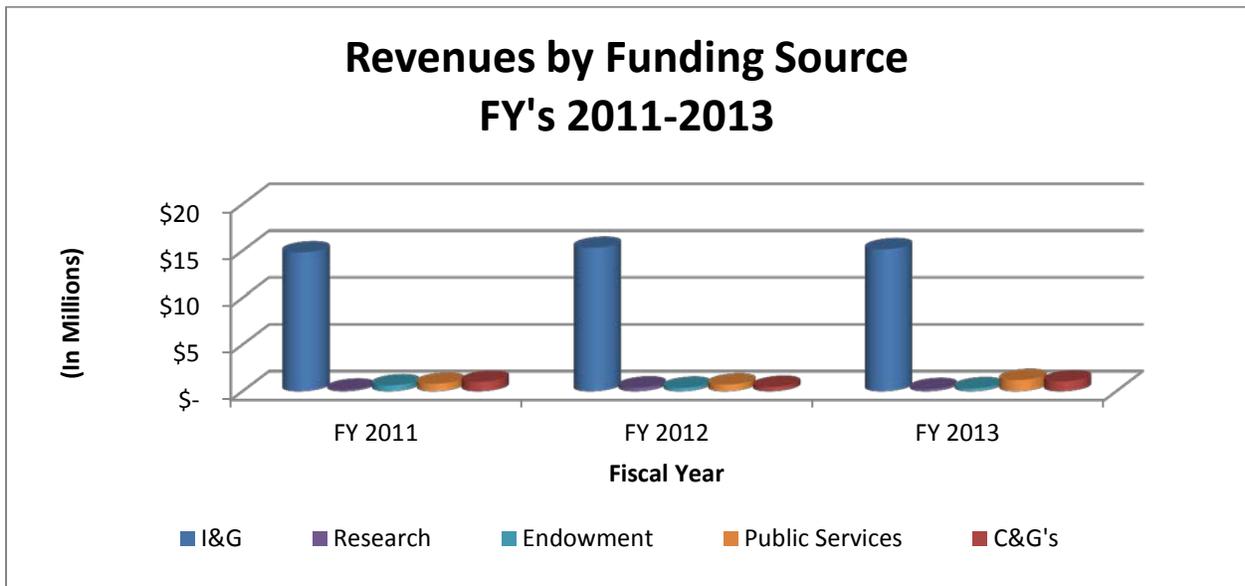
Other parties interested in the successful re-visioning of the College include the COE students and teacher licensure candidates, the community at large (including public school students), teachers, and parents.

FINANCIAL ANALYSIS

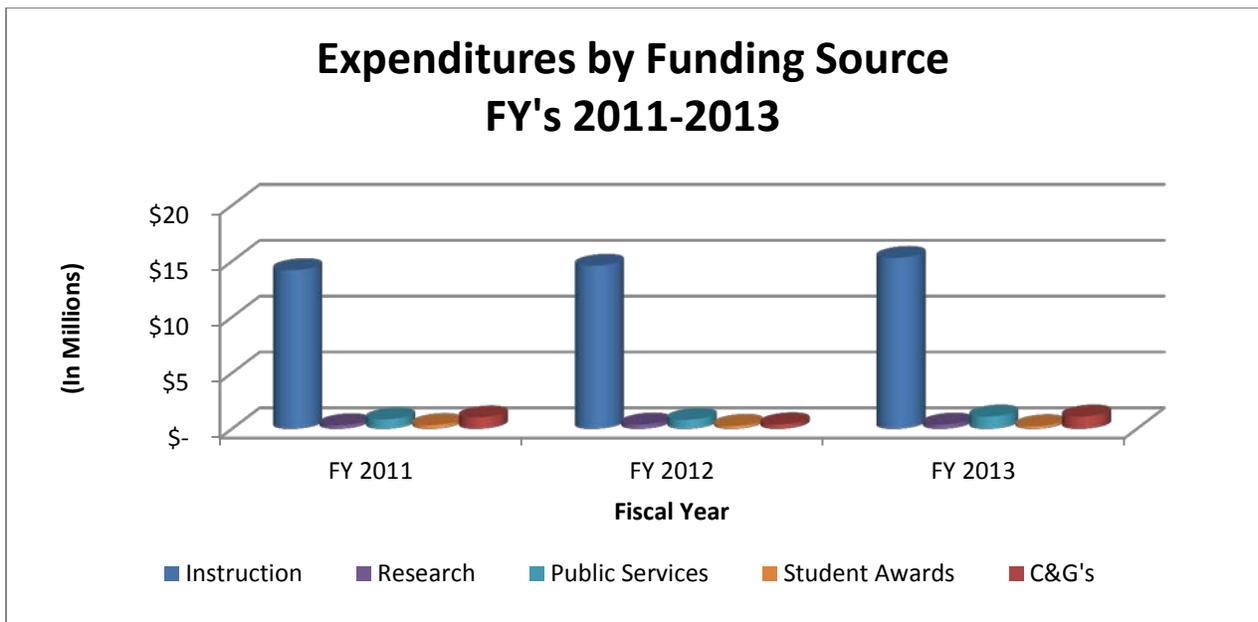
COE Funding and Expenditures

The College receives unrestricted funding from various revenue sources, including Instructional and General (I&G), Research, and Public Service. Significant components of I&G funding include state appropriations, tuition and fees, and Extended University revenues. The Provost's Office allocates these funding sources to the College based on budget allocations the Provost's Office prepares. Research revenues are unrestricted funds primarily generated by indirect cost recovery from federal contracts and grants based on the approved indirect cost rate (currently 51%). Public Service and other funding sources primarily consist of non-endowed contributions and program income generated by the College's departments.

I&G funding is approximately 90% of the total revenue, and accounts for the largest source of funding for the College. Revenues by funding sources and related expenses for FYs 2011-2013 are presented in the graphs below.



Source: Banner Accounting System



Source: Banner Accounting System

Overall COE Budget Administration

Unrestricted funds for academic units, primarily consisting of I&G funding, are budgeted by the Provost's Office and approved by the Board of Regents on an annual basis. Budgeted I&G revenues consist of state appropriations, tuition and fees, and Extended University revenues allocated to the COE. Approximately 90% of total expenses for FY's 2011-2013 are Instruction

related, and are primarily funded by I&G. The College's budget for FYs 2011-2013 is presented in **Exhibit 2**. For FY 2013, the College had total revenues of \$16,878,612 and total expenditures of \$16,966,568, resulting in overall expense over revenues of (\$87,955). The College practices the University's standard budget process when preparing and adjusting approved budgets.

Restricted funding sources include federal and non-federal contracts and grants. These funds are restricted for specific purposes as indicated in the contract or grant agreement, and spending from such sources must comply with provisions specified by the funding agency. Restricted revenues are generally allocated to departments responsible for generating the funds. The College's restricted funding for FY 2013 is presented in **Exhibit 3**. For Fiscal Year ended June 30, 2013, the College received a total of \$1,057,531 in contracts and grants (C&G): \$563,215 in Federal C&G, and \$494,316 in Non-Federal C&G. Of the \$1,057,531 in total restricted funding, the College's departments had expenses of \$395,954, and the College's centers had expenses of \$707,377.

College of Education Departmental Analysis

Revenues and expenses for the College's academic departments and administration for FY 2013 are presented in **Exhibit 4**. For FY 2013, the College's departments had an unrestricted net loss of \$469,736. The academic departments each had an excess of revenues over expense, while the College's Administration experienced an excess of expenses over revenue of \$787,388 (**Exhibit 4**). The expenses in excess of revenue in Administrative spending was primarily made up of support to the Center for Student Success for FY14 operations, preparation for FY 15 NCATE site visit, bridge funding to Family Development Program, funding for Summer Youth Sports Program, and funding for various other programs in the College.

In FY 2013, the College's Centers and Programs had total revenue over expenses of \$381,781. The total excess of expenses over revenues for the College as a whole for FY 2013 was (\$87,955), as follows:

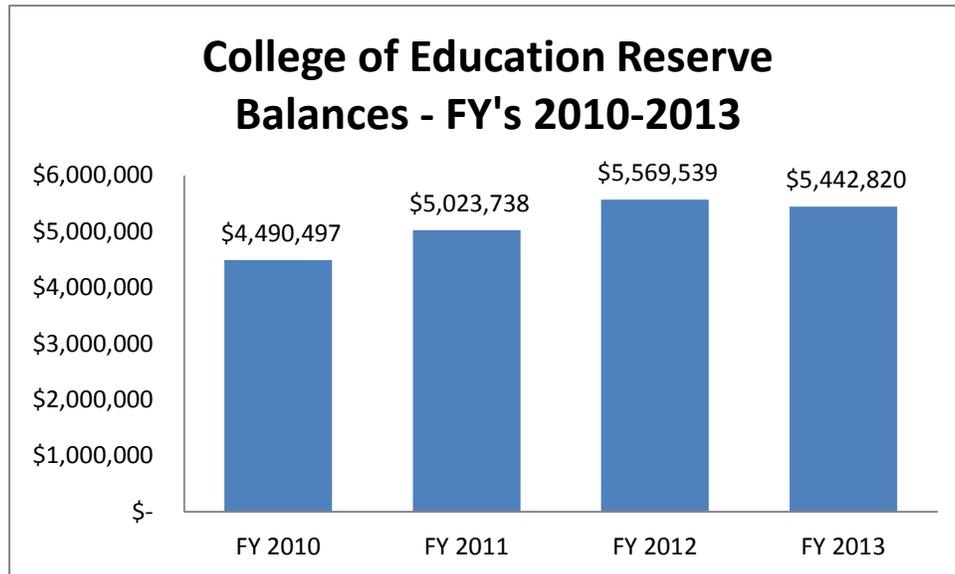
COE Departments revenues over (under) expenses (Exhibit 4)	(\$ 469,736)
COE Centers and Programs revenues over (under) expenses (Exhibit 5)	<u>381,781</u>
Total COE revenues over (under) expenses (Exhibit 2)	<u><u>(\$ 87,955)</u></u>

Revenues and expenses for the Centers and Programs of the College for FY 2013 are presented in **Exhibit 5**. The College's Centers and Program unrestricted funding consists of I&G (57%). Their related expenses are primarily instruction, which is approximately 59% of total expenses. Although the College has sufficient revenues to meet annual expenditures, it faces future challenges related to decreasing enrollments and increases in costs related to field service.

Analysis of Reserve Balances

Reserves represent unrestricted carry-over funds available for spending at the beginning of the year. At each fiscal year-end, unspent funds are carried over into the new fiscal year. The reserve balance carry forward represents actual dollars after net income/ (loss) from the prior year.

As of June 30, 2013, the College of Education had \$5,442,820 in carry-over reserves available for FY 2014. The College's reserve balances for FYs 2010-2013 are presented in the graph below.



Source: Internal Audit Analysis

Reserves are classified into three categories: committed, dedicated and discretionary. Committed reservations are initiated by a formal, written commitment to use a portion of unrestricted reserve balances. Dedicated reservations have a clear, focused purpose with a documented description and identify the entity/individual making the dedication. Unrestricted reserves are primarily used to fund indirect costs such as overhead, endowment distributions and I&G activities. In the table below, the College's FY 2013 reserves are categorized by department, center and program, and are classified as committed, dedicated or discretionary:

OBSERVATIONS, RECOMMENDATIONS AND RESPONSES

Departments	Committed	Dedicated	Discretionary	Total
Health Exercise & Sports Sci.	\$ 508	\$ 324,700	\$ 9,446	\$ 334,654
Educational Leadership	41,507	158,713	10,921	211,141
Dept. of Teacher Education	1,956	91,103	10,753	103,812
Administration	-	1,146,062	1,727,485	2,873,547
Individual Family Comm. Ed	17,531	191,794	26,072	235,397
Educational Specialties	42,201	117,646	10,315	170,162
Lang., Literacy, & Social Studies	9,842	119,249	2,953	132,044
Total Departments	\$113,545	\$2,149,267	\$ 1,797,945	\$4,060,757
Centers and Programs				
NM School Leadership Program	\$-	\$-	\$42,822	\$42,822
Center for Student Success	85,000	192,712	35,698	313,410
Center for Ed. Policy Research	-	-	156,556	156,556
Family Development Program	342,199	-	-	342,199
Partnership Collaborative	-	420,000	107,076	527,076
Total Centers and Programs	\$427,199	\$612,712	\$342,152	\$1,382,063
Total COE Reserves	\$540,744	\$2,761,979	\$2,140,097	\$5,442,820

Source: Internal Audit Analysis

Of the College's \$5.4 million in reserve balances available for FY 2014, approximately \$3.3 million is committed and/or dedicated for specific purposes, and the remaining reserve of \$2.1 million is discretionary.

The majority of reserve balances are within the COE Administration and the Partnership Collaborative Program, and encompass 63% of the College's total reserve balance. The reserves in the Partnership Collaborative Program will be used in FYs 2014-2015 to fund the expansion of the Co-Teaching Collaborative School programs. Dedicated reserves within the Administration department are primarily for Endowment spending (\$415,000) and general instruction activities (\$607,000).

Generally, the reserve balances were supported with proper documentation; however, there were some instances where there was a lack of supporting documentation for the purpose of the dedicated amount. Dedications should have a clear, focused purpose with a documented description and identify the entity making the dedication as required by University Policy.

Recommendation 1

The Dean should enforce UNM Reserve policies. The policies require preparing and maintaining adequate supporting documentation for committed and dedicated reservations. Documentation should indicate the purpose for which reserves are committed or dedicated. Committed

reservations should include formal written communication, and dedicated amounts should have a statement of purpose from the individual dedicating the funds, and be approved by the Dean.

Response from the Interim Dean of UNM College of Education

Action Items
Targeted Completion Date: October 15, 2014
Assigned to: Finance Officer
<p>Corrective Action Planned:</p> <p>In accordance with the Board of Regent’s policy 7.2 “Budgets and Fund Balances”, departments responsible for current unrestricted funds are required to submit a budget use report to the cognizant vice president. This is further explained in UAPP 7000.2. The College commits to maintaining supporting documentation that is required by these policies in the form of signed reports from the Chair to the Dean designating their balances into the appropriate categories.</p>

Endowment and Non-Endowment Reserves

Private support is very important to the teaching and public service mission of the College of Education. There are two basic types of gifts that are received by the College: Endowed and Non-Endowed. Endowed gifts are a special type of private support whereby the donor designates that the principal is held for investment, and the interest earned on the principal is spent as directed by the donor. Non-Endowed Funds are gifts intended to be spent in their entirety.

Endowed Principal Balances

The College’s endowments are managed by the UNM Foundation as part of the Consolidated Investment Fund. For FY 2013, the College had 51 endowments with a principal (corpus) balance of \$8.3 million. The principal balance of the College’s endowments for FY 2010-13 are presented in the following table:

Fiscal Year	COE Endowments	Principal Balance at Fair Market Value
2010	49	\$6,440,470
2011	49	\$8,108,528
2012	51	\$7,865,946
2013	51	\$8,360,124

Source: UNM Foundation

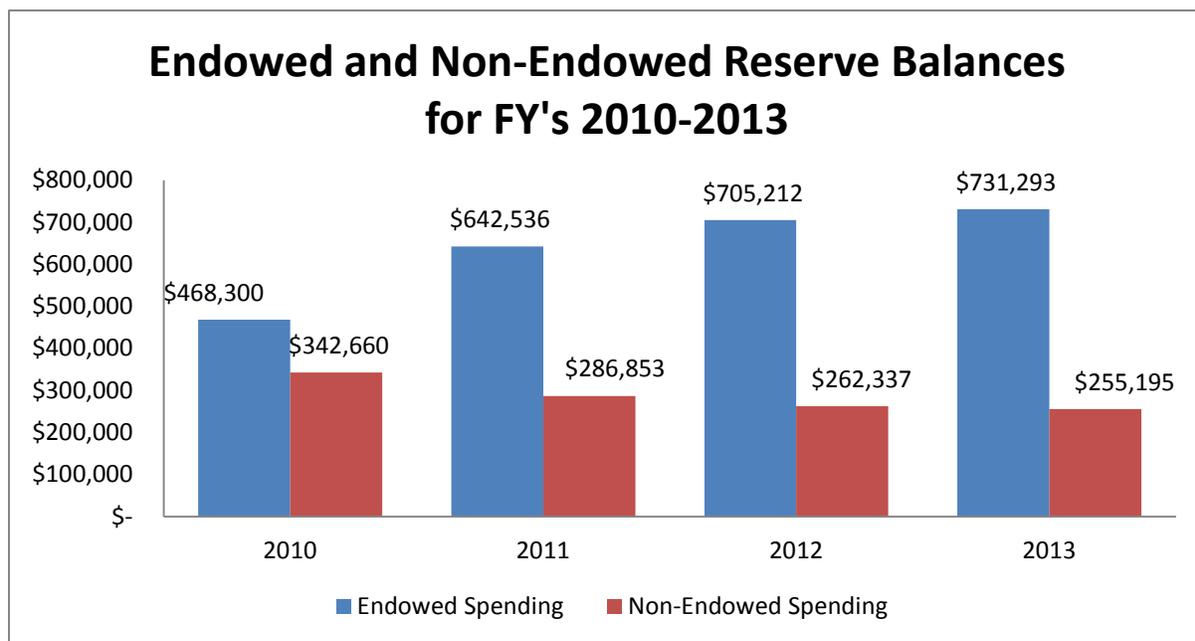
Endowed Spending Distribution

The College receives an endowment spending distribution which is transferred from the UNM Foundation on an annual basis. Endowed funds include gifts totaling over \$10,000 that continue into perpetuity. The spending allocation from the funds can only be spent in accordance with the donor's intent. Although some of the older endowed funds may have gifts that are less than \$10,000, endowed gifts typically exceed \$10,000. In some instances, endowed gifts can be funded over multiple years. If endowed gifts are funded over several years, spending may not occur until the endowment is fully funded.

Non-Endowed Funds

Non-Endowed funds are gifts where entire amount of the gift may be spent as long as it is in accordance with the donor's intent. The College of Education receives a monthly report for Non-Endowed gifts showing the available balance before current year expenditures. The monthly report includes information such as the fund title, a fund number, and the gift balance as of the last day of the month.

Reserves from endowment and non-endowment gifts have steadily increased in recent years. The following chart shows the Endowed and Non-Endowed reserved balances for FY 2010 – 2013.



Source: UNM Foundation

Endowment reserves increased during FYs 2010-2013. The increases in endowment reserve balances are primarily from two endowments with spending distributions from the UNM Foundation in excess of endowment spending by the College. A spending distribution was received by the COE in FY 2011 in the amount of \$260,000 for an endowed chair, which had minimal expenses in the year received. In FYs 2012-2013, the associated expenses were roughly equal to the annual spending distribution, resulting in a carryover of reserves from the initial

spending distribution. In addition, an endowment intended for fellowships increased by approximately \$42,000 from FYs 2010-2013. The increase in the fellowship endowment is due to annual spending distributions exceeding fellowship awards each year between FYs 2010 and 2013. Endowments may also increase due to lack of awareness by department chairs or students of the availability of scholarships, and specific restrictions required by donors for which applicants may not meet.

Recommendation 2

The College, including its scholarship committee, should evaluate endowment expenditure and award activity to ensure endowment spending distributions and available reserves are optimally utilized, and to communicate availability of scholarships to chairs and students. In addition, the College should work with the UNM Foundation to lift certain donor imposed restrictions that are hard to meet by COE scholarship applicants.

Response from the Interim Dean of UNM College of Education

Action Items
Targeted Completion Date: May 1, 2015
Assigned to: Finance Officer, Development Officer
Corrective Action Planned: Analyze existing scholarships to maximize awards including partnering with the UNM Foundation to ease donor-imposed restrictions where appropriate. This should be done in preparation for the FY16 award cycle which culminates in April, 2015.

COLLEGE OF EDUCATION TEACHER LICENSURE PROGRAMS

Licensure Path in New Mexico

There are multiple pathways to obtain a teaching license in New Mexico. These seven different pathways are categorized into three processes: Undergraduate, Graduate, and Other Pathways.

Undergraduate Pathway

The first pathway to licensure is the Traditional Licensure Program which requires a degree from an approved teacher preparation program, with specified core content including English, math, history, economics or sociology, science, and fine arts. In addition, candidates must take required coursework in pedagogy and methodology (varies by program), and pass the New Mexico Teacher Assessments (NMTA) exams for basic skills and the specific teaching discipline or field

of study. Teacher candidates must also take required reading courses and complete a student teaching field experience requirement which varies by program.

Post-Baccalaureate Pathways

There are four paths to licensure that qualified candidates may take after obtaining a bachelor's degree: the Master's Plus Licensure Program pathway, the Alternative Licensure Program pathway, the Alternative Licensure Portfolio pathway, and the District Alternative Licensure Pathway. Each pathway requires a Bachelors, Masters, or Ph.D. degree, and candidates must take required reading coursework and pass the NMTA.

- The Master's Plus Licensure Program pathway may vary by college; however, the program must include a student teaching or field based component.
- The Alternative Licensure Program pathway requires candidates to take courses in the specified field, and the program must include a student teaching or field based component.
- The Alternative Licensure Portfolio pathway requires candidates to successfully demonstrate to a panel the initial competencies for the license. A field service component is not applicable for this pathway.
- The District Alternative Licensure Pathway requires candidates to successfully demonstrate competencies by an evaluation conducted by a local school district over a period of at least two years. A field service component is not applicable for this pathway.

Other Pathways

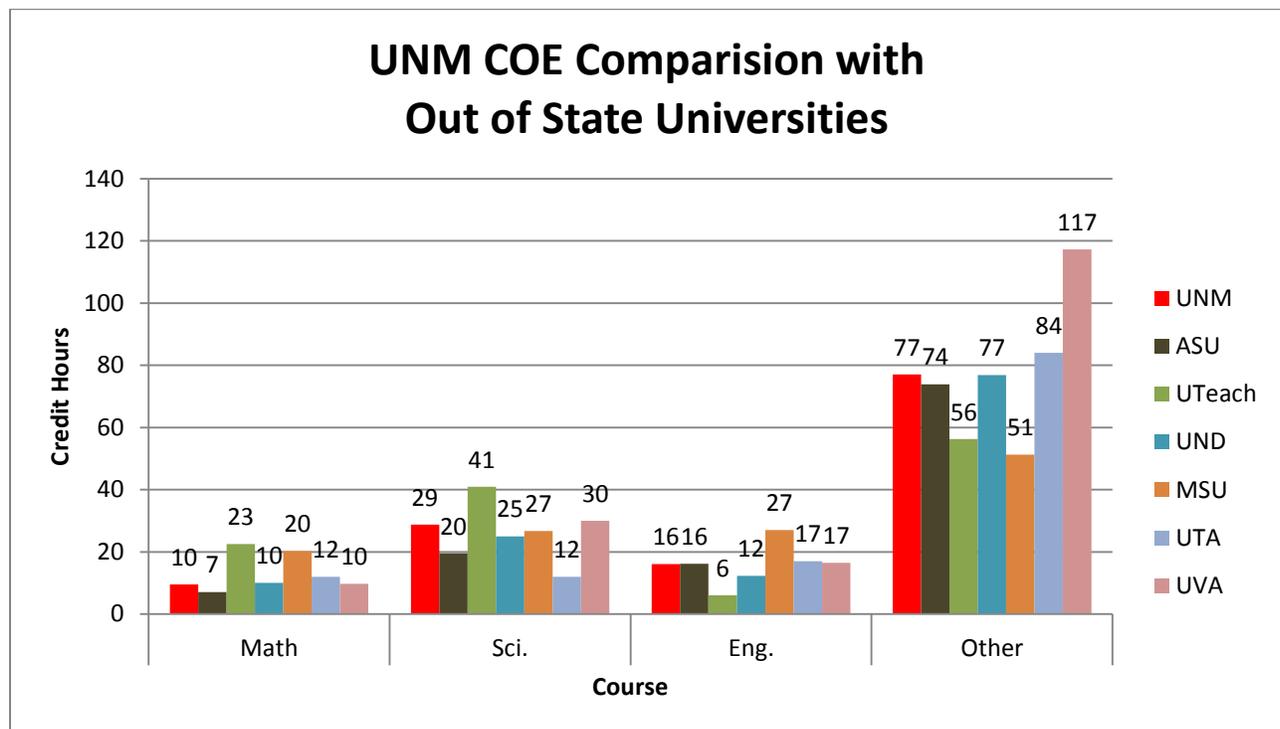
Other pathways to teacher licensure include the Vocational Technical Education Teacher Pathway and the Certificate in Native Language and Culture pathway. Under the Vocational Technical Education Teacher pathway, candidates must complete either a Bachelor's degree with vocational-technical training, an Associate's degree plus 2 years of related work experience, or a certificate program plus 3 years of related work experience.

Degree Map Comparison with Other Universities

Teacher preparation is the most expensive and labor intensive program due to state requirements for licensure. Candidates must complete a 24 credit teaching field or concentration outside of the COE as part of their degree program. The teaching fields include language arts, science, mathematics, ESL, Bilingual Education, and social studies for elementary studies. Secondary education programs are broader in scope, such as chemistry, foreign languages, or history, with a mandate to have teaching fields outside of the college. Teaching methodology courses are taught in the College of Education. Student field services occur in the last two years of teacher preparation degrees. NM PED requires all students to take 57 hours of general core courses outside the College; therefore, the university as a whole bears responsibility for the preparation of quality educators.

Internal Audit compared UNM's COE degree maps with 10 different universities to gain a better understanding of requirements, programs, and how UNM matches up with other universities. The comparison includes six universities outside of New Mexico and three New Mexico institutions. The out of state schools in the degree map comparison are: Arizona State University; UTeach Institute (UT Austin); University of North Dakota; Michigan State University; University of Texas Austin; and University of Virginia. The New Mexico universities in the degree map comparison include New Mexico State University; Eastern New Mexico University; Western New Mexico University; and UNM.

The UNM COE average number of credit hours to obtain a teaching degree is 132 credit hours. The UNM comparison of average required credit hours to obtain teaching degrees with out of state universities are presented in the following chart.



Source: UNM Internal Audit Analysis

Degree Map Comparisons with Out of State Universities

Arizona State University

Arizona State University (ASU) and UNM offer similar degree programs for Elementary Education, Physical Education, and Early Childhood Education. The graph indicates that UNM requires students to take more credit hours in specific fields.

UTeach Institute (UT Austin)

Overall, UNM requires students to take more English than UTeach Institute. Since UTeach Institute is a Science, Technology, Engineering and Math (STEM) based school, it requires students to take more science and math courses since these are areas of concentration.

University of North Dakota

The University of North Dakota (UND) is very similar to UNM. When comparing required credit hours it seems as though UNM requires more of its students. However, this is not an accurate comparison due to the incomplete degree requirements made available through UND's College of Education and Human Development website.

Michigan State University

Michigan State University (MSU) has four educational degrees. All of the degrees offered are in Elementary Education, with specialization in selected concentrations. Comparing UNM degree requirements with MSU shows that MSU requires students to take more English and Math, while Science requirements are similar.

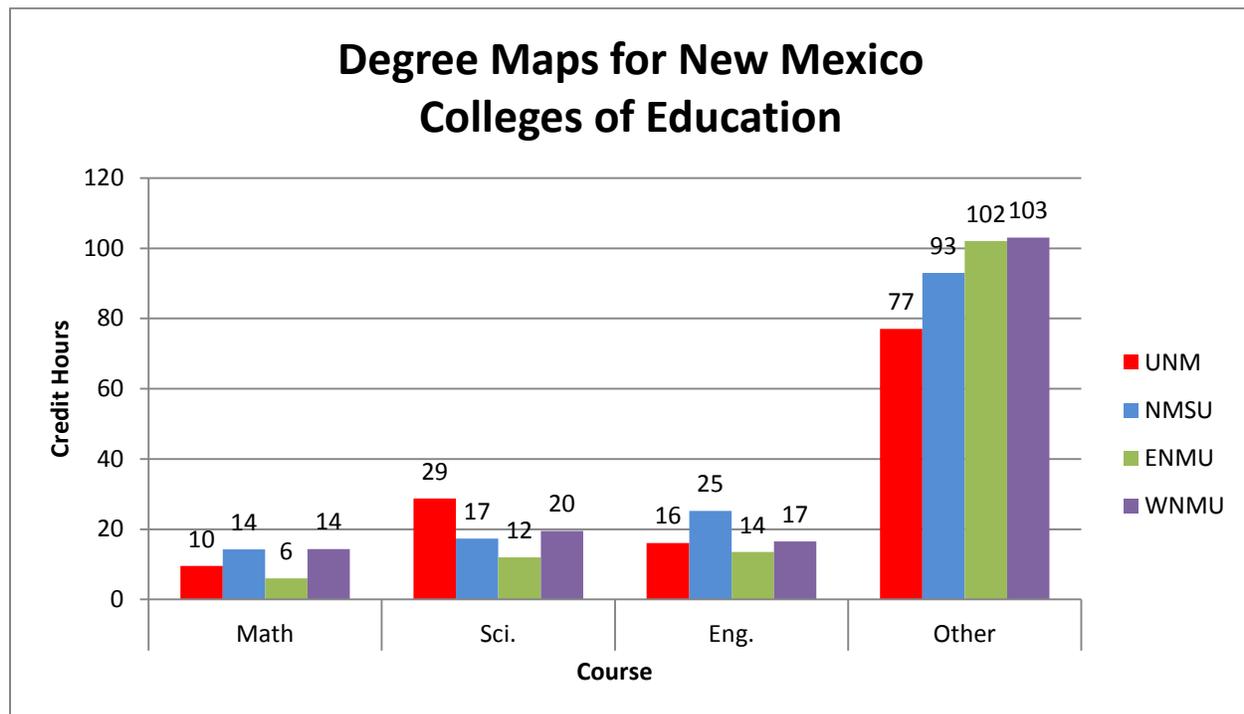
University of Texas Austin

University of Texas Austin (UTA) offers three Education degrees. They have a limited number of degrees because the STEM based teacher education degrees are offer through UTA's UTeach Institute.

University of Virginia

The University of Virginia (UVA) has a five year program for its students; this allows students to obtain a Bachelor's degree in a specific field of study and a Master's degree in teaching. The first half of the degree program focuses on the specific field of study; the second half has the student focus on the teaching courses.

The degree map comparison focuses on a the average credit hours students are required to take in math, science, English, and other education courses, in order to obtain a teacher education degree. The following chart compares UNM with in-state universities.



Source: UNM Internal Audit Analysis

Degree Map Comparisons with New Mexico Universities

New Mexico State University

New Mexico State University has 18 education degree programs. NMSU requires students to take more English courses, while UNM requires more science based courses; and, overall NMSU's degree plans have a higher credit hour requirement than UNM.

Eastern New Mexico University

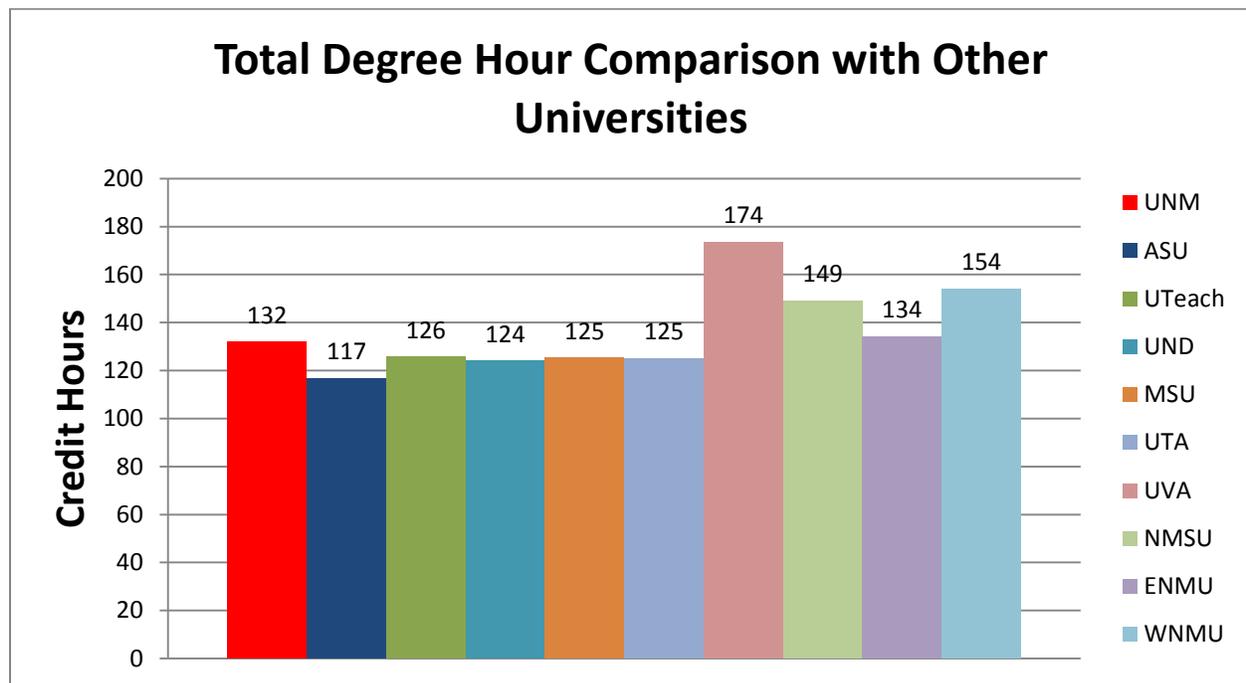
Eastern New Mexico University offers four undergraduate education degrees. Comparing both universities shows that in the general degree requirements, UNM requires more English, math, and science. ENMU offers four degrees compared to the 15 degrees offered by UNM.

Western New Mexico University

Western New Mexico University offers eight undergraduate education degrees. Despite having two of the eight degrees focused on science, WNMU requires less science credit hours than UNM. WNMU only has eight degrees offered compared to the 15 degrees offered by UNM. LFC report #12-13 shows that in AY12 the average SBA scaled reading and math scores for WNMU improved by .8 points. Per the LFC report, WNMU did relatively better than UNM, due to higher math and reading scores.

Comparison of Average Credit Hours to Obtain Teaching Degree

The following chart compares the average required credit hours to obtain teaching degrees. UNM COE average credit hours to obtain a teaching degree are 132 credit hours.



Source: UNM Internal Audit Analysis

Minimum Credit Hours for College Of Education Degrees

The Provost's Office has implemented plans to lower the minimum graduation requirement for a baccalaureate degree to 120 credit hours. The plan was approved by the Faculty Senate in academic year 2014. The Provost's Office recommendations for revising curriculum and reducing credit hours to graduation include the following:

- UNM should reduce the minimum number of credit hours required for a baccalaureate degree at UNM from 128 to 120;
- UNM Faculty Senate Curriculum Committee and academic departments should review all degree programs, with the goal of reducing degree requirements in order to match the 120 credit hour minimum;
- Work with academic units at UNM to create four-year semester-by-semester road maps for all programs, and provide mechanisms for tracking the progress of students relative to these road maps; and
- Create degree road maps that may be customized to a student's particular circumstances.

The specific curriculum requirements for NCATE accreditation and the 57 core credit hours for PED licensure may make it difficult for the College to reduce the credit hours to 120 hours for an undergraduate degree.

Recommendation 3

The Dean of the College of Education should work with Office of the Provost to ensure any redesign of the College addresses the Provost's recommendation for reducing minimum credit hours for degree programs, taking into account the NCATE requirements and state requirement of 57 credit hours in core courses. The College should also explore the possibility of offering five year programs that allow students to obtain a Bachelor's degree in a specific field of study and a Master's degree in teaching, and also meet the NCATE standards and State of New Mexico statutory requirements.

Response from the Interim Dean of UNM College of Education

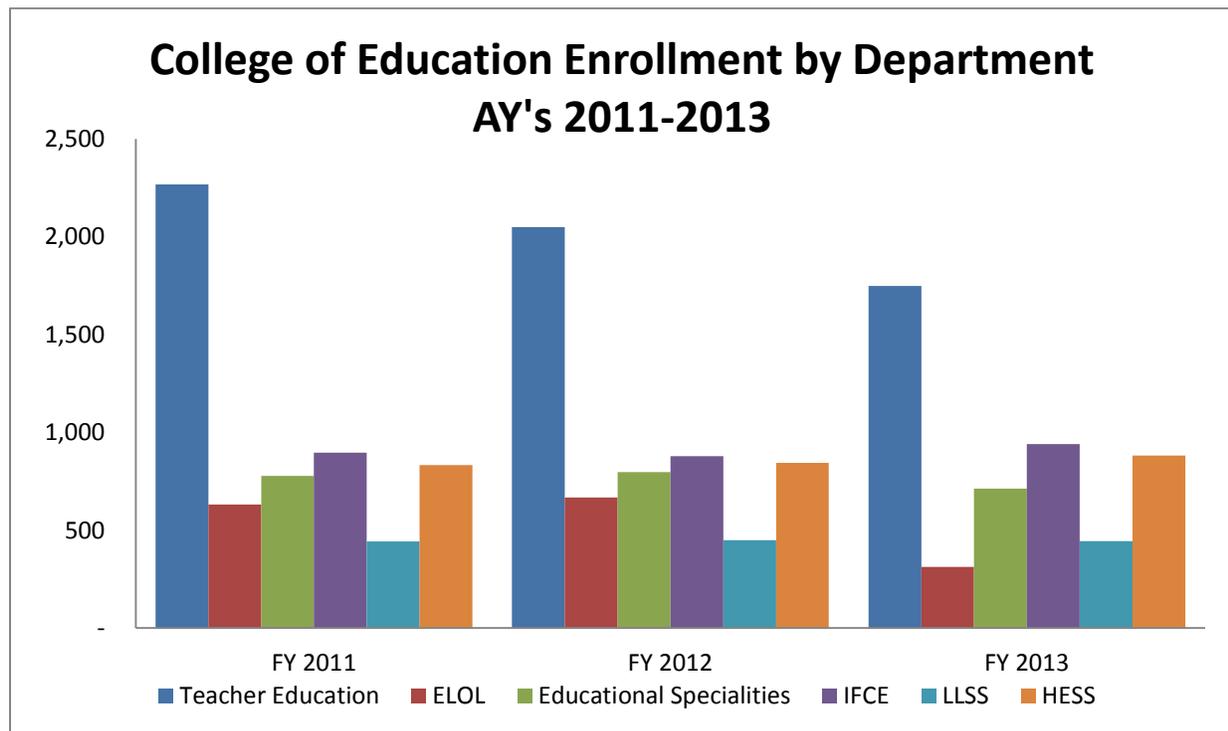
Action Items
Targeted Completion Date: Underway – 2015/2016
Assigned to: COE Associate Dean for Academic Affairs
Corrective Action Planned: A college wide Curriculum Review has been underway since 2013; one objective of the review is to reduce the required number of credit hours in each bachelor degree program to 120 hours, or close to it. The NM PED requires 57 credit hours in core courses for teacher preparation programs. The PED is reviewing this requirement. The Early Childhood Education program (ECE) is well under way to restructuring the program into a 5 year degree program, and in compliance with regulatory and accreditation agencies.

ACADEMIC ANALYSIS OF TEACHER PREPARATION PROGRAMS

Although the College of Education has diverse offerings, with degrees in many disciplines, the analysis centers on the College's teacher preparation and licensure programs.

Enrollment Analysis

Exhibit 6 presents the College's enrollments for AYs 2011-2013. Overall enrollments in teacher preparation degrees are down. The College's total enrollments have decreased 14% over the three year period, a total of 809 students: from 5,852 in AY 2011 to 5,043 in AY 2013. The decline is primarily due to decreases in the TED and ELOL. TED experienced a decrease in enrollment of 518 (23%), and ELOL had a decrease in enrollment of 320 (50%). In AY 2014, TED and ELOL combined into one department. Enrollments over the three year period AY 2011-2013 for COE departments is presented in chart below:



Source: UNM College of Education

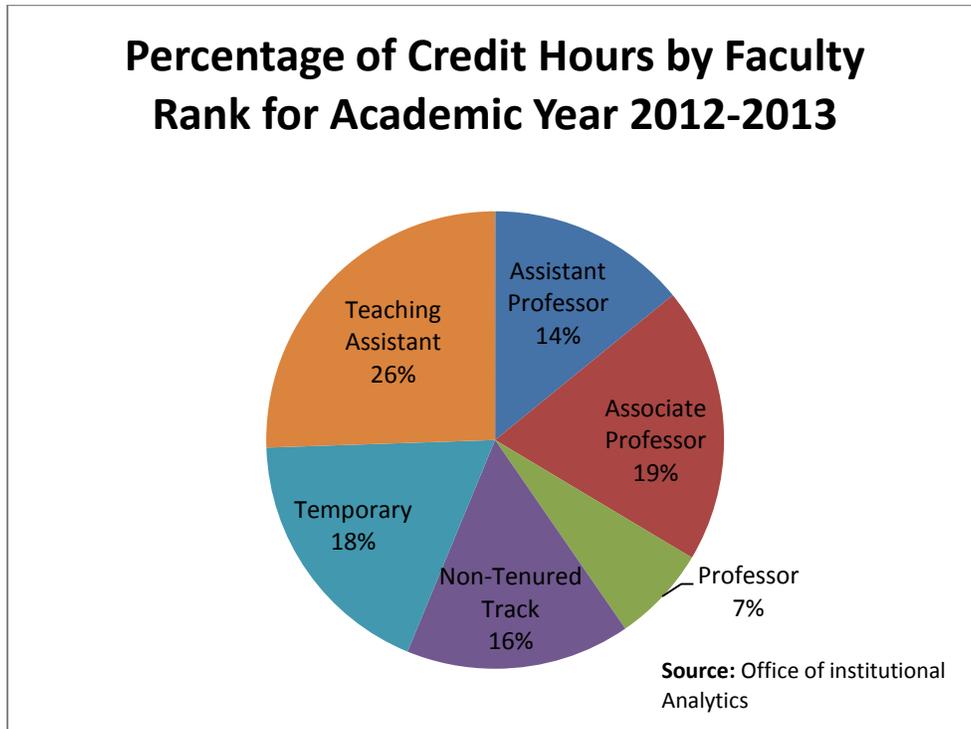
Faculty Measurements

Faculty Educational Attainment and Diversity – In AY 2013, 104 of the College's faculty have obtained their PhD (56% of 185 total faculty). Of the female faculty members, 53% (67 of 126) hold a PhD, while 63% (37 of 59) of male faculty have a PhD. Postsecondary teachers who work for 4-year colleges and universities are most often required to have a doctoral degree in their field. However, in some cases, the College may hire those who have a non-doctoral degree or those who are doctoral degree candidates. Of the total faculty members, 23% (42 of 185) of the College's faculty have Masters degrees and 12% (23 of 185) have Bachelor's degrees ([Exhibit 7](#)).

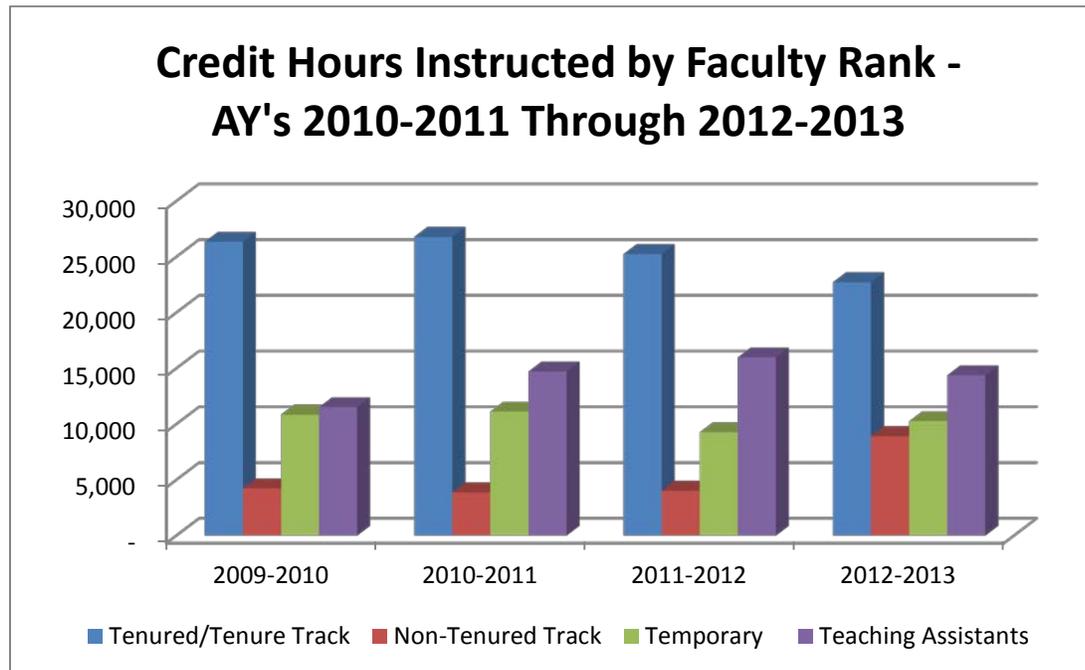
The Individual Family Communication Education (IFCE) and Health Exercise & Sports Science (HESS) departments have the most COE faculty members with 37 and 36, which is 39% of the College's total faculty. Females comprise of 126 (68%) while males comprise of 59 (32%) of total faculty ([Exhibit 8](#)). Graduate Assistants are not included in the total since they are not considered faculty.

Faculty Workload analysis – Of the 56,272 credit hours taught during AY 2012-13, 40.39% were taught by tenure or tenure track faculty, 34.07% by non-tenure track faculty, and 25.54% by teaching assistants. Student credit hours instructed by non-tenure and teaching assistants are primarily to undergraduate COE students. Undergraduate student credit hours instructed by non-tenure track faculty are 15,072, or 79% of total non-tenure track student credit hours, while undergraduate student credit hours instructed by teaching assistants are 14,040, or 98%, of total teaching assistant student credit hours ([Exhibit 9](#)). This indicates that non-tenured/tenure track

faculty and teaching assistants are primarily responsible for teaching COE undergraduate courses. The COE core curriculum is primarily instructed by tenured/tenure-track and non-tenure-track faculty. A significant number of teaching assistants are instructing service courses (e.g. P.E.) in the Health Education and Sports Sciences department for students outside of the COE. Graduate level COE courses are primarily taught by tenured/tenure track faculty. The percentage of credit hours taught by faculty rank for AY 2012-13 are presented in the following chart.



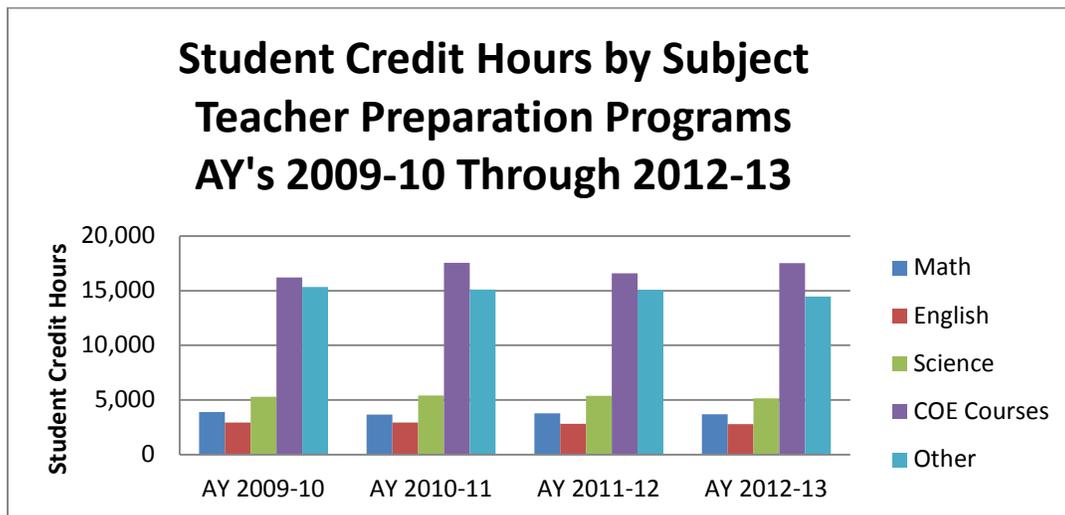
Non tenure track faculty includes all faculty with regular appointments not on a contract that can lead to tenure. This includes visiting and research faculty and lecturers. Temporary faculty includes all faculty on a temporary contract. This includes temporary adjunct faculty, retired faculty who are hired back on temporary contracts, and post-doctoral fellows. Student credit hours by faculty rank for AY 2010 - 2013 are shown in the table below.



Source: UNM Office of Institutional Analytics

Student Credit Hour Analysis

Actual Student Credit Hour Analysis AY 2009 - 2013 – COE courses include classes taken upon admission to the College of Education. Other coursework includes classes taken by undergraduates prior to enrollment in the College, primarily core classes taken in the College of Arts and Sciences. For the four-year period of AY's 2009-10 through 2012-13, COE graduates took 12.09% Science, 8.56% Math, 6.52% English, 38% COE classes, and 34.16% Other, as shown below.



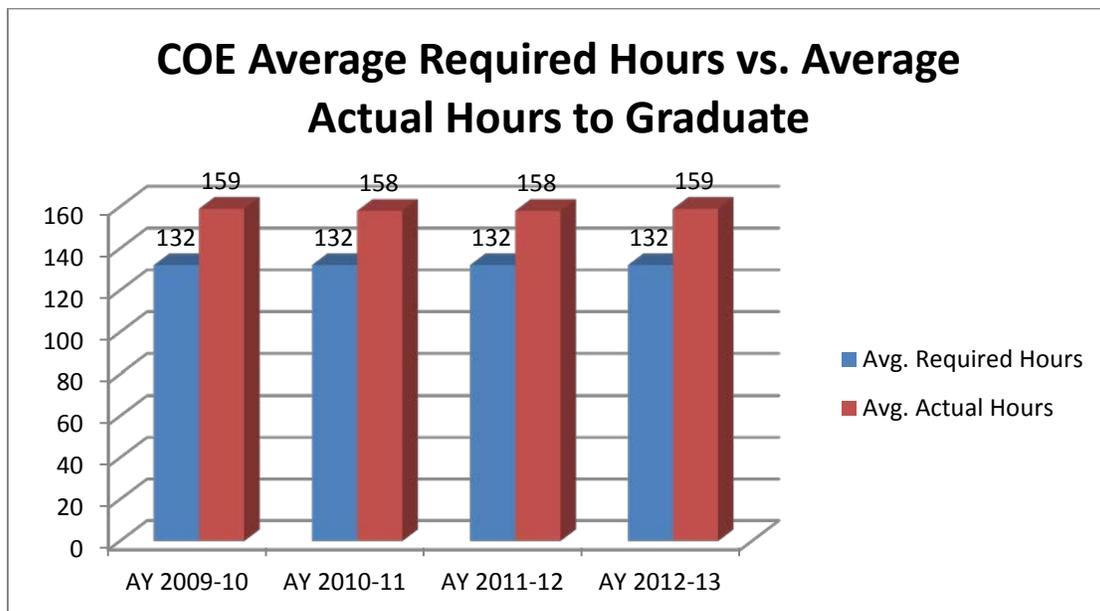
Source: UNM Office of Institutional Analytics

For AY 2012-13, the average required credit hours to obtain a teaching degree (all teaching programs) at the College is 132 credit hours, while the actual hours taken by 2012-13 graduates was 159 credit hours, an overage of 27 hours. The 2012-13 graduates also took an average of six (6) student credit hours of remedial classes in addition to the required coursework. The actual credit hours taken in AY 2012-13 over required hours to obtain a degree for the individual teaching programs is presented in the table below.

	Required Hours	Average Actual Hours	Variance	Remedial Hours
Elementary Education	130	150	20	7
Secondary Education	133	160	27	4
Special Education	133	156	23	4
Art Education	129	165	36	12
Early Childhood Multicultural Education	132	162	30	5
Physical Education	132	161	29	4
Average Hours	132	159	27	6

Source: Internal Audit Analysis

The four year trend for AY 2009-10 through 2012-2013 of actual hours to obtain a teaching degree over average hours required to obtain a degree is presented in **Exhibit 10** and the below graph.



Source: Internal Audit Analysis

The excess credit hours taken by students generally occurs prior to enrollment in the college and is attributable to various causes including insufficient advisement, student change in major, and transfer hours from other institutions. Once enrolled in the college, students are placed on a prescribed and clearly defined path toward graduation. Accumulating excessive hours over required hours to graduate may result in COE students acquiring additional debt to complete their degree. Student who do not graduate on time are often burdened with additional debt, which may result in additional cost to taxpayers (potential student loan default) and opportunity costs to students (loss of income). See financial aid analysis.

Recommendation 4

The Provost should work with the Dean of the College to become more involved in prospective COE enrollees earlier in their college career, and endeavor to provide critical advisement to COE students as early in the process as possible. The Provost office should also work with the College to determine if excessive student credit hours are occurring before, or after, being admitted to the College.

Response from the UNM Provost and EVP for Academic Affairs

Action Items
<i>Targeted Completion Date:</i> May 2014
<i>Assigned to:</i> Associate Provost for Curriculum & COE Associate Dean for Academic Affairs
<i>Corrective Action Planned:</i> Advisors will be shifted from University College to the College of Education so that the COE may take on the responsibility for advising their students as early in the process as possible. The departments are reviewing through the Dean their curricula and modifying it in the hope of reducing excess student credit hour accumulation. There is an impediment related to NM teacher licensure that we cannot address without collaboration with PED. Many of the excess credit hours are attributable to their requirements.

Financial Aid Analysis

Student financial aid is funding that is intended to help UNM students pay for education-related expenses including tuition, fees, room and board, books, and supplies. Scholarships, grants and student loans are the major components of financial aid packages received by UNM students. The United States government and state governments provide merit- and need-based student aid, including grants, work-study, and loans. Major federal grants received by COE students include the Pell Grants and Teaching Grants. Pell Grants offer assistance to high need students working toward their first Bachelor's degree. The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants of up to \$4,000 per year to students who

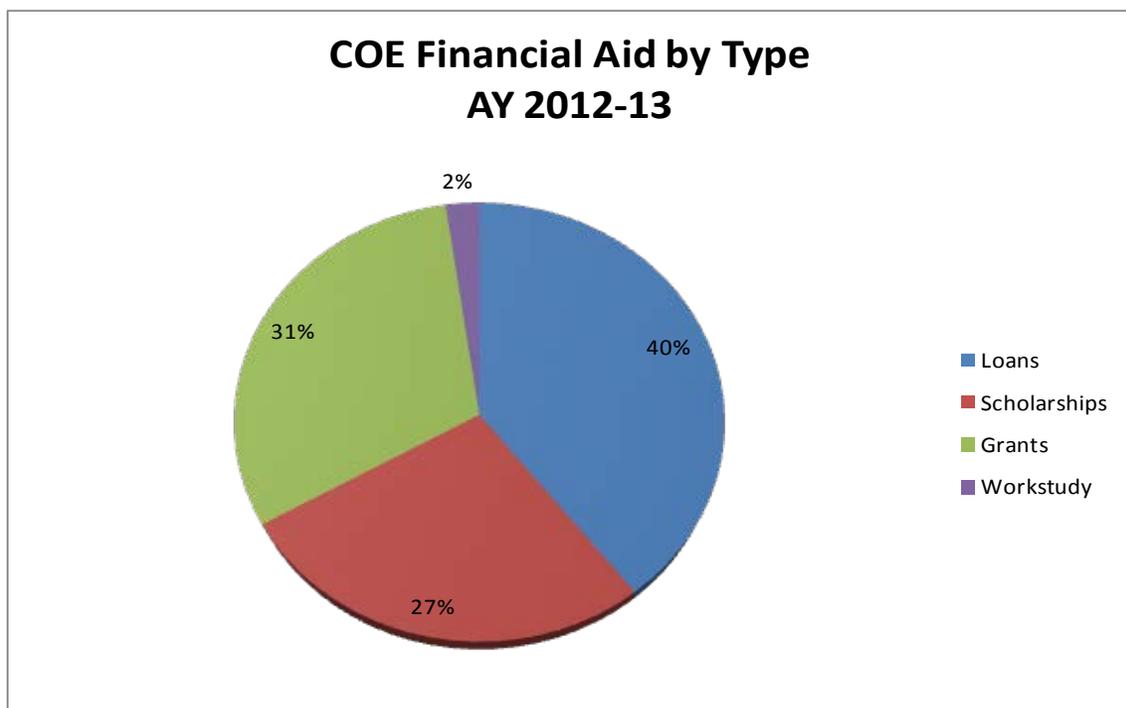
intend to teach in areas of high need in public or private elementary or secondary schools that serve students from low-income families.

The main loan program offered at the University of New Mexico is the William D. Ford Direct Loan program. These loans are funded, and serviced through the US Department of Education. COE students can also obtain various other student loans. Typically, education loans obtained through the federal government have lower interest rates than private education loans.

The major scholarship program offered to UNM students is the New Mexico Legislative Lottery Scholarship. The Lottery scholarship may be awarded up to eight consecutive semesters at UNM or receipt of a Bachelor's degree, whichever comes first. The Lottery scholarship provides financial support by paying the cost of UNM tuition and is not awarded on the basis of financial need.

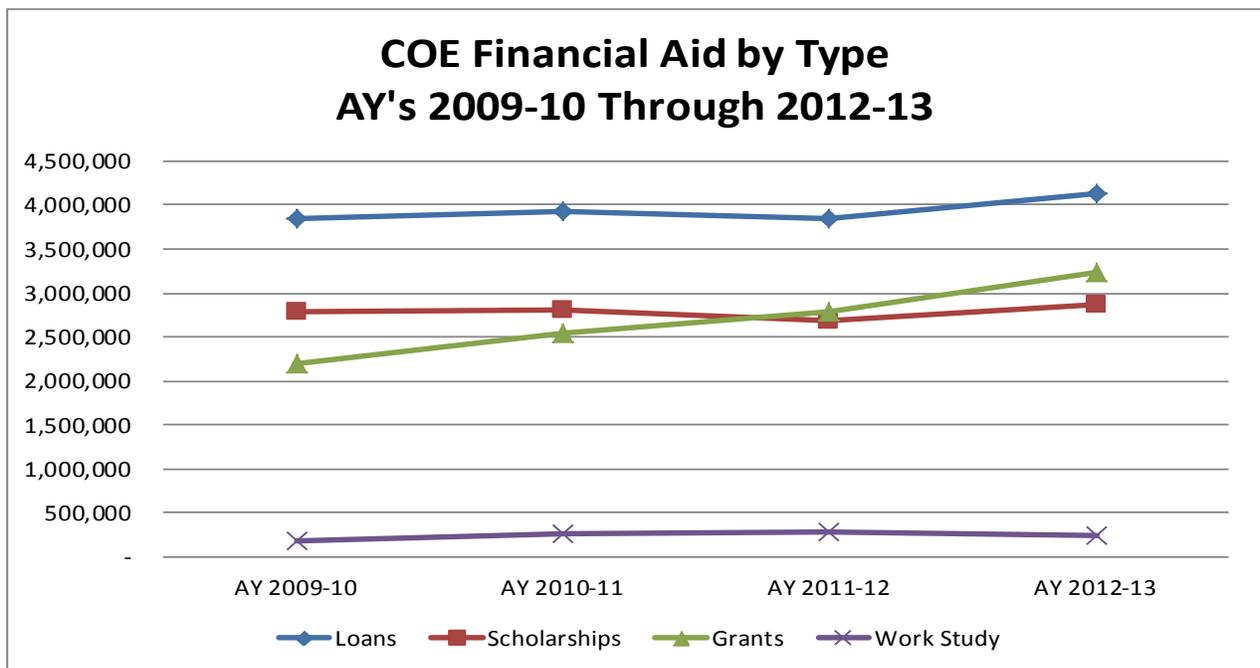
In AY 2012-13, financial aid awarded COE graduates primarily consisted of Loans and Grants. Loans comprise \$4,139,016 (39.42%) of total financial aid while grants, including TEACH, Pell, and other grants comprised \$3,244,713 (30.91%) of total financial aid. Scholarships make up 27.39% of financial aid received by COE graduates. The Elementary Education program has the most COE graduates with financial aid of \$5,453,504 (51.94%) for students graduating during AY 2012-13 ([Exhibit 11](#)).

Allocations of financial aid awarded by type to students graduating from teacher education programs at the College in AY 2012-13 are presented in the table below:



Source: UNM Financial Aid Office

During the four-year period of AY's 2009-10 through 2012-13 student loans and scholarships were the largest sources of financial aid for COE graduates. COE graduates acquired an average of \$3.9 million per year in student loans, and received approximately \$2.8 million a year from scholarships. The analysis includes only loans acquired by students while at UNM, and does not take into account any private loans or outstanding student loans that migrated over with transfer students. Financial aid from grants has experienced the largest growth over the four-year period, as grants have increased by 48% from \$2,187,824 in AY 2009-10 to \$3,244,713 in AY 2012-13. Financial aid from all other sources has been consistent over the four-year period. The following diagram shows the financial aid award over AY 2010-2013:



Source: UNM Financial Aid Office

A 3-Tiered Licensure System was signed into law by the governor in April 2003. As a Level I Provisional Teacher, teachers must develop a Professional Development Plan (PDP) at the beginning of each school year. The PDP must be based upon New Mexico's nine teacher competencies and differentiated indicators for Level I Licensure. Tier I teachers earn a minimum of \$30,000. To advance to Tier II (Professional Teacher), teachers must complete an approved mentoring program, complete three complete academic years of teaching at Level I, and demonstrate increased teaching competencies required for Level II by submitting a Professional Development Dossier (PDD) to the Public Education Department. Tier II teachers earn a minimum of \$40,000. To advance to Level III-A (Instructional Leader), teachers must earn a Master's Degree or National Board for Professional Teaching Standards Certification (NBPTS), complete at least 3 complete academic years of teaching at Level II, and demonstrate the nine teacher competencies and differentiated indicators required for Level III-A by submitting a Professional Development Dossier (PDD) to the Public Education Department. Tier III teachers earn a minimum of \$50,000 and advancement to Level III-A is optional. During the four-year

period for AY's 2009-10 through 2012-13, COE loan recipients averaged approximately \$23,000 upon graduating with a COE undergraduate teacher preparation degree compared to a Tier I starting salary of \$30,000. The following table presents average loans acquired by COE graduates compared to minimum salaries for Tiers I, II, and III teachers.

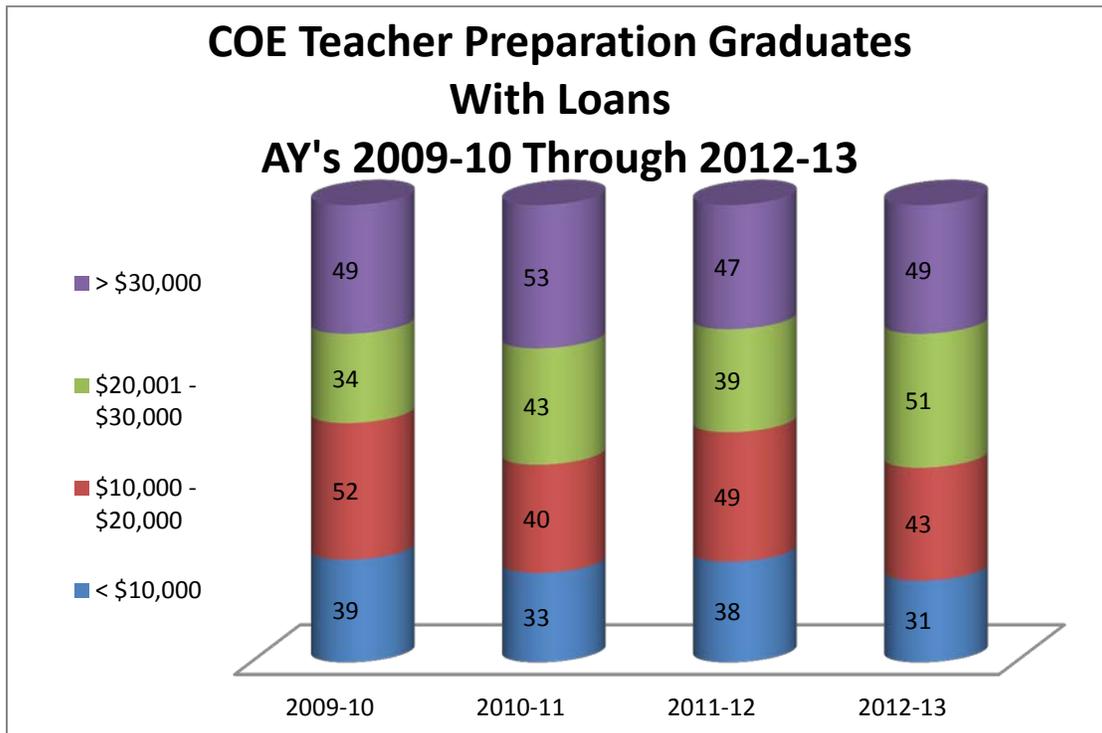
Academic Year	Number of Loan Recipients	Total Student Loans	Average Loans per Graduate	Tier I Minimum Salary	Tier II Minimum Salary	Tier III Minimum Salary
2009-10	174	\$ 4,139,016	\$ 23,787	\$30,000	\$40,000	\$50,000
2010-11	169	\$ 3,929,332	\$ 23,250	\$30,000	\$40,000	\$50,000
2011-12	173	\$ 3,838,042	\$ 22,185	\$30,000	\$40,000	\$50,000
2012-13	174	\$ 3,848,590	\$ 22,118	\$30,000	\$40,000	\$50,000

Source: Internal Audit Analysis

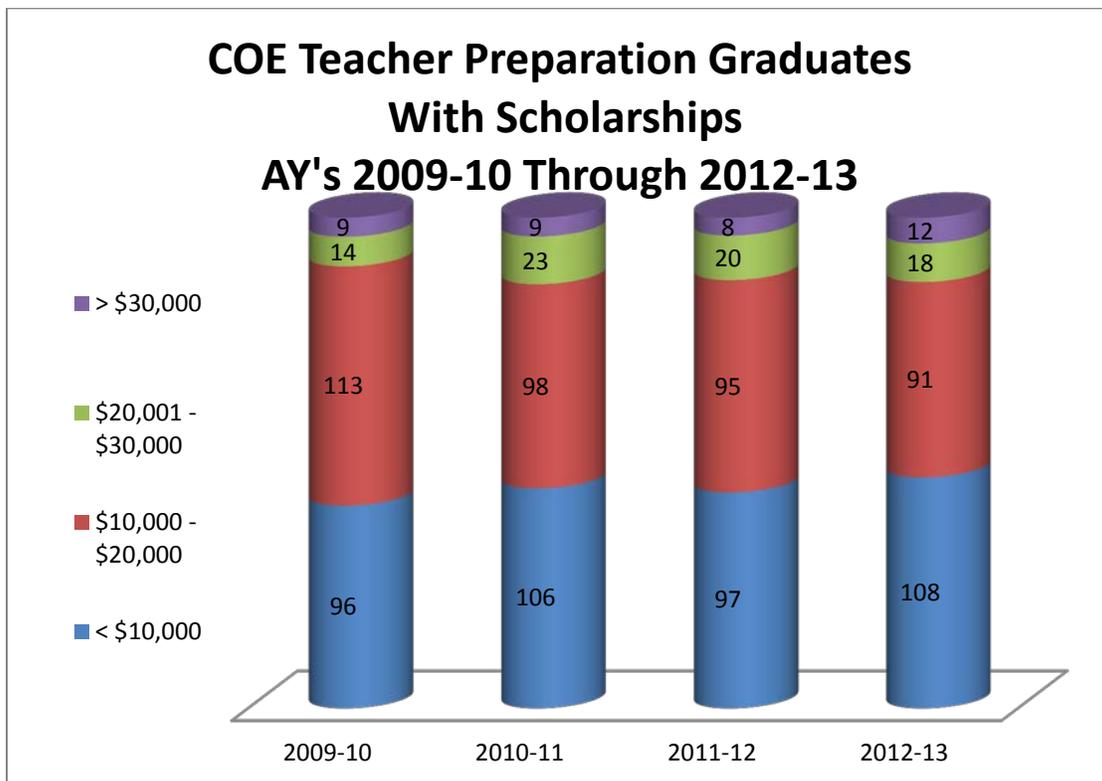
During the four-year period of AY's 2009-10 through 2012-13, an average of 173 COE teacher preparation graduates acquired student loans at the time of graduation. Over the four-year period, an average of 50 students had over \$30,000 while attending UNM. A reduction in the average credit hours students take to graduate may reduce their student loan burden.

For AY's 2009-10 through 2012-13, an average of 102 COE teacher preparation graduates received scholarships while at UNM. Over the four-year period, an average of 10 graduates had total awarded scholarships exceeding \$30,000, and an average of 102 students had total awarded scholarships of less than \$10,000.

The following graphs illustrate ranges of loan balances and scholarships that College of Education teacher preparation graduates had upon receiving their degree.



Source: Internal Audit Analysis



Source: Internal Audit Analysis

Internal Audit performed an analysis on academic performance compared to financial aid received by COE graduates. The total number of students graduating from the College of Education teacher preparation programs for the AYs 2010 - 2013 was 1,141. However, the total graduating grade point average, high school grade point average, and high school demographics (ACT scores, ethnicity, and gender) provided to Internal Audit by the Office of Institution Analytics only included 534 graduates for the four year period. The reported data comes from the Freshmen Cohort Tracking file which only contains data on first time freshmen starting in the fall semester. Although the spring and summer freshmen starting cohort data is available in the database system, there is not a reporting file that readily ties it all together for all students, for all semesters, in a graduating class.

Students that graduated with a GPA exceeding 3.5 received an average of approximately \$19,000 in scholarships and acquired approximately \$6,300 in student loans, while graduates with a GPA of less than 2.5 received an average of only \$2,000 in scholarships and acquired approximately \$22,000 in student loans during their time at UNM. COE graduates in the median GPA range of 2.5 - 3.5 at graduation received an average of approximately \$13,700 scholarships and acquired \$12,800 in student loans. The following table presents the four-year average (AY's 2010-2013) of COE teacher preparation program graduate academic performance (GPA) compared to financial aid received.

College of Education Academic Performance vs. Financial Aid					
Four-Year Average for AY's 2010-2013					
GPA	Number of COE Graduates	Total Loans	Average Loans per Graduate	Total Scholarships	Average Scholarships per Graduate
> 3.5	221	1,397,136	\$ 6,322	\$4,246,765	\$ 19,216
2.5-3.5	294	3,757,817	\$ 12,782	\$4,014,337	\$ 13,654
< 2.5	19	419,959	\$ 22,103	\$ 38,573	\$ 2,030

Source: UNM Financial Aid Office

The Office of Institutional Analytics tracks the progress of first-time freshmen admitted to the UNM Main Campus in fall semesters. Students who enter in a fall semester as first-time freshmen are tracked for twenty semesters as a cohort through graduation on Main Campus. The data is contained in the Freshman Cohort Tracking (FCT) reports and includes high school information relevant to college admission, demographic statistics, UNM GPAs, and retention and graduation rates pertaining to these cohorts of students. The FCT file is used for state and federal reporting purposes. The University tracks students on a fall to fall basis, in a Fall Freshmen Cohort Tracking file. Internal Audit performed an analysis of graduating GPA versus financial aid awarded for the 534 COE graduates based on data provided by the UNM Office of Institutional Analytics. This data only includes analysis of students in the FCT (first-time fall

freshmen) file, and does not include all students graduating with teaching degrees during AY 2010-2013.

Internal Audit worked with the Office of Institutional Analytics and the College of Education to obtain institutional data for its audit procedures and analysis. There were many instances where Internal Audit was unable to perform certain analyses because institutional data was not available, or was not in a form that was easily accessible. Analyses that Internal Audit was unable to perform included detailed analysis of data for transfer students; data on students enrolled during the Spring or Summer semesters; analysis of data for students at branch campuses; analysis of students who have not graduated; and, comparison of post-graduate employment data with institutional data. See **Exhibit 13** for a detailed listing of data sets for each type of analysis. Availability and access to the institutional data is a University-wide issue and will be taken up in future reviews of academic units.

Recommendation 5

The Provost's Office and the College should explore data reporting alternatives to the first-time fall freshmen data reporting. Internally, the University should track spring semester freshman, summer session freshman, and transfer students so that a more complete picture of individual college's metrics can be obtained. The Provost's Office should work with the Office of Institutional Analytics to address limitations in access and availability of institutional data, as outlined in Exhibit 13.

Response from the UNM Provost and EVP for Academic Affairs

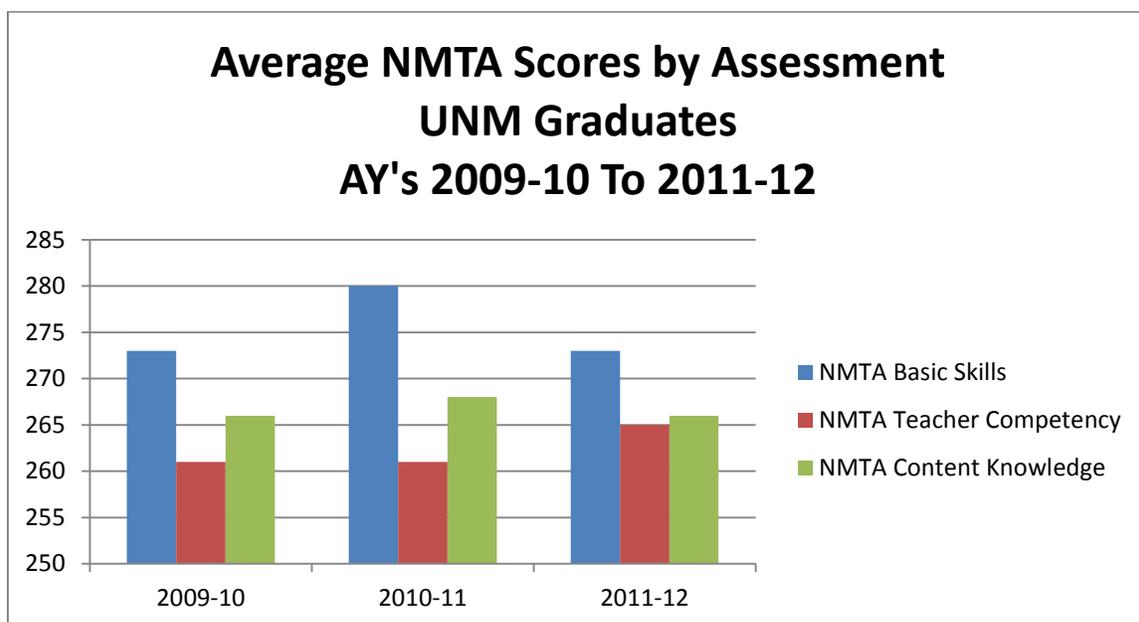
Action Items
Targeted Completion Date: December 2014
Assigned to: Associate Provost for Curriculum
Corrective Action Planned: The Academic Affairs office accepts responsibility and will implement the recommendation. We will continue to work to create metrics for these reports (already underway), and spreadsheets of data in excel format for displaying them in an on-line format that departments can access directly.

UNM Graduates in New Mexico Educational Workforce

New Mexico Teacher Assessment (NMTA) analysis - The New Mexico Teacher Assessments are required for individuals who are seeking initial New Mexico licensure. New Mexico's licensure system requires individuals to complete a minimum of three competency examinations, including basic skills, teacher competency, and content knowledge. Teacher candidates must first complete

the basic skills exam, which is designed to assess fundamental reading, writing, and mathematics skills generally acquired during middle school. Next, teacher candidates must pass the teacher competency assessment by licensure grade level (elementary or secondary), and a content knowledge assessment (CKA), such as math, reading, or social studies. All exams are scored on a scale of 300 points and administered six times a year by the Professional Licensing Bureau of the New Mexico PED. A score of 240 is required to pass each exam.

During the three-year period for AY's 2010-2012, UNM graduates have the highest average score in the Basic Skills assessment with an average score of 275. Average scores over the three-year period for the Teacher Competency and Content Knowledge assessments were 262 and 267.



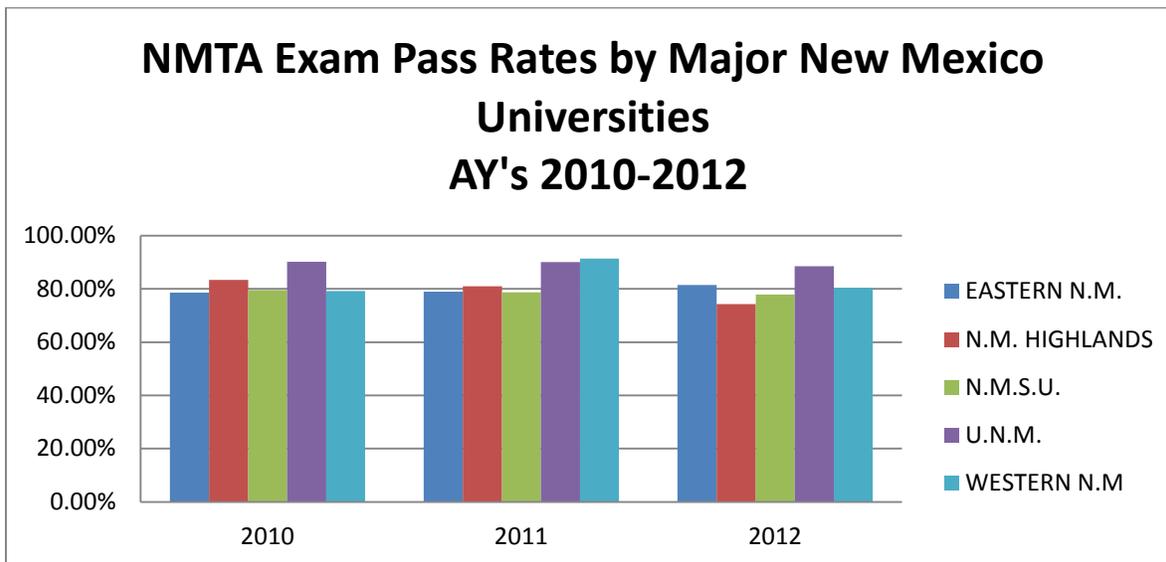
Source: Legislative Finance Committee

Currently, teacher candidates are allowed to take the NMTA exams an unlimited number of times. Of 4,383 UNM graduates that passed the Basic Skill test, 230 (5.2%) failed at least once before passing. Of 4,342 UNM graduates that passed the Teacher Competency assessment, 318 (7.3%) failed at least once before passing. Note that the Basic Skills test is being eliminated by the NM PED effective AY 2015. Of 3,063 UNM graduates that passed the Content Knowledge assessment, 443 (14.4%) failed at least once before passing. The following table presents the number of failed attempts for UNM graduated teacher candidates taking each NMTA assessment. Note that the totals include graduates from UNM branch campuses in Gallup, Taos, Los Alamos, Valencia, and the UNM Farmington Center.

Exam Failures Before Passing	Basic Skills	Teacher Competency	Content Knowledge
1 - 5	216	311	439
6 - 10	13	6	4
> 10	1	1	–
Total	230	318	443

Source: Legislative Finance Committee

During the three-year period for AY's 2010-2012, UNM has the highest average pass rate compared to other major New Mexico Universities at 89.59%.



Source: Legislative Finance Committee

New Mexico Teaching Certifications - For AY ended June 30, 2012, teaching certifications held by UNM graduates primarily consist of Elementary (grades K-8) and Secondary (grades 7-12). These certifications account for 71% of the total teaching certifications. The Elementary K-8 license enables individuals to be eligible to teach kindergarten through eighth grade. However, at the middle school level, the individual can only teach those subjects in which he/she has a teaching field. A Secondary 7-12 license makes an individual eligible to teach grades seven through twelve. Administration certification allows individuals to provide educational administrative duties for grades K-12. The following table shows licensure certificates held by UNM COE graduates in educational fields in New Mexico as of AY ended June 30, 2012:

Certification	Administrator	Teacher
Elementary - Grades K-8	-	4,399
Secondary - Grades 7-12	-	2,439
Special Education - Pre K-12	-	1,199
Specialty Area - Pre K-12	-	1,168
Early Childhood - Grades B-3	-	327
Middle Level - Grades 5-9	-	100
Secondary Vocational Technical - Grades 7-12	-	29
Lifetime Secondary - Grades 7-12	-	13
Lifetime Special Education - Pre K-12	-	4
Blind and Visually Impaired - Grades B-12	-	3
Lifetime Specialty Area - Pre K-12	-	2
Administrative - Pre K-12	299	-
Totals	299	9,683

Source: Legislative Finance Committee

FIELD SERVICE FOR TEACHER CANDIDATES

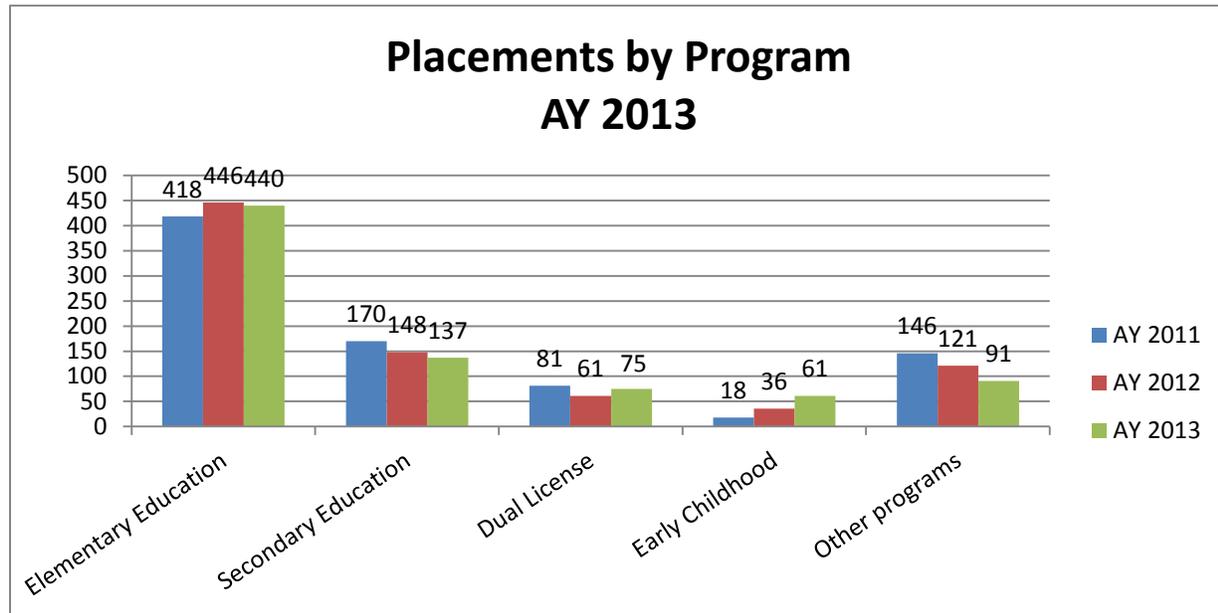
Center for Student Success - Field Services Portal

Field service experience for teacher candidates is required by the NM PED for teacher licensure and certification in New Mexico. The College includes field service in the curriculum for its teacher licensure programs, and has developed a field service portal to facilitate the placement of students in the field. Field service is an opportunity for teacher candidates to acquire hands-on experience while still completing their college degree. Students do not receive compensation for their field service participation (i.e., it is equivalent to an unpaid internship).

The College uses the term "field experience" as an umbrella under which multiple levels of experience exist, including the following: general field experience limited to a single one-time project or limited observation (COE Level 1); practicum (COE Level 2); pre-student teaching (COE Level 3); and, student teaching (COE Level 4). Actual terminology to describe each type of student field experience depends on each individual program and the requirements may fluctuate as well.

Prior to 2011, COE departments and programs made their own arrangements for placement of teacher candidates in the classroom. In 2011, the College created the Field Services Center within the Center for Student Success, which coordinates with program faculty and public school districts to place student teachers in the classroom. Student teacher candidates register at the Field Services Portal, which is an algorithmic software program that matches student teachers with cooperating teachers in the school districts for optimal and successful collaboration. School district teachers and administrators who collaborate with the College also register at the Field

Services Portal and are able to administer the placement through the portal. The diagram below depicts field service placements in academic years 2011-13 by the type of teacher preparation program.



Source: College of Education

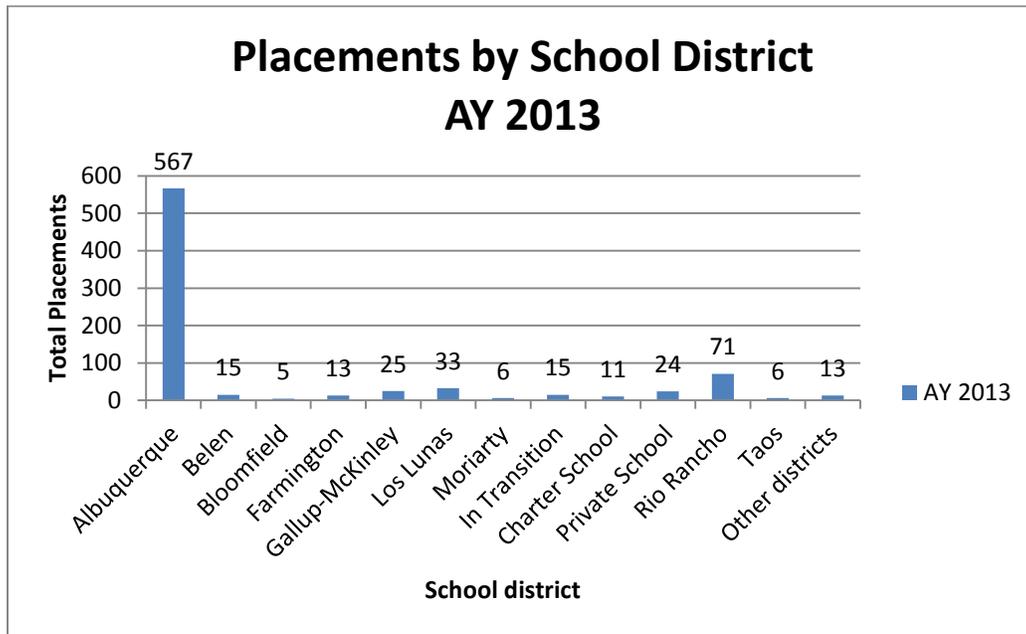
*Note: *Other Programs* averaging fewer than 30 placements per semester were combined. These programs include: Art Education, Athletic Training, Health Education, MA Elementary, MA Special Education, and Physical Education.

The College has a Memorandum of Understanding (MOU) (effective through 2015) with Albuquerque Public Schools to provide field experience to students enrolled in teacher education programs. Initial field placement contacts are made through program faculty and the College's Field Services Center in coordination with an APS Coordinator for Field Experiences, school administrators, and teachers.

The College provides approved student teachers and makes placements per program guidelines. APS provides a list of schools available for student placement, processes applications for cooperating teachers, and provides background checks and evidence of liability insurance. APS generally limits the number of student teachers in any one school per semester to 5-7 student teachers; however, there may be situations where the number of student teachers may exceed seven. The limitation does not apply to specialized programs such as Art Education, Athletic Training, Health Education, and Physical Education.

Elementary education candidates are required to have three semesters of field service. First semester candidates will work two full days a week, second semester candidates work three full days a week, and third semester candidates teach five full days a week. Secondary education program candidates are required to have two semesters of field service. First semester candidates will work a few hours every day, while second semester candidates teach five full days a week.

For academic year 2013, there were a total of 804 placements of student teachers in New Mexico school districts. The diagram below shows the field service placements by school district for the 2013 academic year, with APS having the predominant amount of field service placements.



Source: College of Education

*Notes: *In Transition* - the teacher has moved school sites since the date of the placement. *Other Districts* - School districts with three or fewer placements were combined: Aztec, Bernalillo, Central, Carlsbad, Grants-Cibola, Santa Fe, Window Rock, and Zuni.

Since the College is located in Albuquerque, the majority of field service placements are with APS. As New Mexico's Flagship University, the College should explore opportunities and incentives for increasing field service placements outside of APS, especially in rural areas of New Mexico.

Assessment of Clinical Field Service - Assessment of clinical field service is beneficial to both the College and the student. The College requires full time program assessors to evaluate the effectiveness of field service and teacher preparation programs. Program assessment is spread out among the College's departments and is non-standardized and uncoordinated. The role is generally assigned to program coordinators who may not have the time or expertise to effectively perform teacher preparation program assessments. Other program assessment aspects related to clinical field service include the following:

- Program impact assessment should focus on benefit for the student teacher, as well as track graduates in a systematic way and gather information on their teaching experience. This longitudinal assessment should occur throughout the

student's enrollment at the College to improvement of performance over the course of time.

- The current trend is for the College to be evaluated on performance of graduates; however this data is not currently being coordinated. The College does not have a systematic process to gather data on student teacher candidates and follow up with them after they graduate and enter school districts.
- Students spend the first two years enrolled in University College or taking core curriculum course in the College of Arts and Sciences, thus teacher preparation programs have students in their programs for 12-18 months only.
- The College and the student would benefit from entering into clinical field service earlier in their college experience.

Funding of Field Services

APS Partnership Grants (prior to FY 2011): Prior to FY 2011, the cost of field service was funded by grants primarily sponsored by APS. The grants paid for lecturers, graduate assistantships, stipends to cooperating teachers (the professionals employed by the school districts that host the teacher candidate), as well as administrative staff to coordinate these efforts. The majority of grants expired in FY 2010 and the last significant expenditure from the grants was made in FY 2011. The schedule of grants used to fund the field service is presented in **Exhibit 12**.

Once the grants were expired, the College was challenged to locate funding for the field service requirement. On an aggregate basis, the student credit hours allocable to field service courses generated tuition revenue in AY 2012 and 2013 as follows:

	AY 2012	AY 2013
Art Education	\$16,988	\$42,545
Early Childhood-Multicult Education	112,795	166,458
Teacher Education	953,376	900,100
Educational Leadership	39,884	37,359
Health Education	12,103	5,545
Physical Education - Professional	15,975	7,562
Special Education	11,167	14,943
Total	\$1,162,287	\$1,174,512
I&G rate of 83.6%	83.60%	83.60%
Estimated Tuition Revenue Allocable to COE	\$971,672	\$981,892

Source: College of Education

Note: The tuition revenue generated by field service credit hours is approximate, and is based on total student credit hours of 4,707 in AY 2012, and 4,570 in 2013. In addition, the above estimate does not include amounts attributable to funding formula allocation which is more complex and

is determined by finance department in the Provost's office. The I&G rate of 83.6% is the rate used by the COE in its Educator Accountability Reporting System report to NM PED.

Historically, the College receives approximately 83.6% of the tuition it generates in its annual I&G allocation from the Provost's Office. Even though the student credit hours generates tuition revenue, the amount is not allocated to the college specifically to fund field service cost, and the college must still look to its departments' annual budgets for funding the field service requirement.

FY 2011 - 13 Transition Period: The College formed a Field Services Finance Committee in response to the expiration of the APS Partnership Grants and the lack of recurring funding to fill this gap. The committee's purpose is to develop a model for the deliverance of field services that are financially sustainable and increase the quality of the field service experience to meet the NCATE accreditation standards. NCATE Standard 3 states "The unit (College), its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and professional dispositions." Input of academic performance data into TK20 began in 2013 in preparation for the 2015 NCATE site visit.

The primary change made to the traditional field service model requires COE faculty to perform in-class teacher candidate observations. While the new model was in development, the field services experience was funded by a combination of recurring funds (primarily for instructor costs), non-recurring extended university/distance education funds, and recurring funds from the branch campuses to cover instruction and faculty supervision costs.

The total field service cost breakdown is separated into instructional cost and field services support. The instruction cost is further identified as internal to the College or funding from sources external to the College. Field services support includes graduate assistantships, honorariums to cooperating teachers (professionals employed by school districts hosting teacher candidates), travel to the site, as well as administrative staff coordinating these efforts.

For FY 2013, \$442,032 was allocated from COE departments' recurring budget to fund field service cost of instruction, while \$140,988 was allocated from funding sources outside the College, including Extended University and branch campuses. The recurring and non-recurring cost of instruction for field services for FYs 2011-13 is shown in the table below.

OBSERVATIONS, RECOMMENDATIONS AND RESPONSES

Internal to COE Departments	2011	2012	2013
COE Departments - Recurring Funding	\$ 329,657	\$ 384,107	\$ 442,032
Subtotal	329,657	384,107	442,032
External to COE Departments			
APS Grant - Non Recurring Funding	44,258	-	-
Extended University - Non Recurring	94,827	101,565	111,489
UNM Branches - Recurring Funding	46,650	36,949	29,499
Subtotal	185,735	138,514	140,988
Field Service Cost of Instruction	\$ 515,392	\$ 522,621	\$ 583,020
Field Services Support Costs	394,459	287,807	289,111
Total Field Service Cost	\$909,851	\$810,428	\$872,131

Source: College of Education

For fiscal years 2011-13, the field service instructional costs were funded primarily from the budgets of four departments: Educational Specialties, Health Education, Exercise Science and Sports Administration (HESS), Individuals Family & Communities Education (IFCE), and Teacher Education (Including Education Leadership). In FY 2011, the total cost of field service was \$909,851, with the bulk of the cost (67%) borne by the Teacher Education Department. The total field service cost for FY 2012 was \$810,428, and in FY 2013, the cost was \$872,131.

	COE Field Service Cost		
	2011	2012	2013
Educational Specialties	\$154,956	\$154,213	\$164,046
HESS	37,553	31,081	48,025
IFCE	107,854	85,035	110,865
*Teacher Education, Educational Leadership	609,487	540,100	549,195
Yearly Totals by Department	\$909,851	\$810,428	\$872,131

Source: College of Education

*Note: in fall 2013, the Educational Leadership department was combined with the Teacher Education Department.

Field services support costs have generally been funded from recurring funds; however, this is recurring funding diverted from the College's departments to fund the field services requirement. Even though the funds are recurring, they were not initially allocated to the College or its departments for the purpose of funding field service costs.

FY14 Part-Time Instructor Model: The Field Services Finance Committee developed a field service model to use part-time temporary instructors to provide supervision for student teachers. Funding comes from a combination of recurring I&G funds in the Center for Student Success, and a \$55 fee in courses with a field experience component. The course fee was approved by the

Provost's Office in academic year 2013, and will be effective in academic year 2014. In addition, honorarium payments to cooperating teachers in the school districts have been greatly reduced; and continued reliance on the non-recurring distance education funds is essential to maintain the number of faculty and staff to administer the field service experience.

Due to NCATE accreditation and State of New Mexico licensure requirements, the College is obligated to provide field service experience for the teacher candidates. Provision of field service experience costs the College approximately \$900,000 per year. This funding has been patched together from department recurring budgets, non-recurring distance education money, and student course fees. The funding of the field service requirement for COE students in teacher preparation programs is not sustainable under the current COE budget model.

Co-Teaching Collaborative Model

Co-Teaching collaboration is a model for clinical preparation of teachers where the teaching candidate and the Cooperative Teacher work together in a classroom setting. In this model, a group of 12-15 teacher candidates are placed at a school for field experiences and student teaching.

Under the standard field service placement practice, teacher candidates are individually placed in the school and conduct the classroom teaching assignment as sole teacher. Under the Co-Teaching model, the cohorts become an integral part of the school community while they are co-teaching in the program. The teacher candidates attend meetings, engage in professional development activities alongside their mentoring teachers, and work outside the classroom at events and fundraisers so when they leave the school they have a better understanding of what the job of a teacher involves.

In 2010, the College initiated a Co-Teaching pilot program at Bandelier Elementary School in the APS system. In 2012, the faculty of Elementary and Secondary Education programs voted to adopt the Co-Teaching Collaborative Model as the only field service model for these programs. In the spring of 2014, the College added two more schools to the Co-Teaching field service model: Sierra Vista Elementary School and Sandia Base Elementary School in the APS system. In AY 2015, the College is planning to expand the model to eight additional schools. The plan is for all teacher candidates at the College to get their field service experience at a Co-Teaching Collaborative School.

The Co-Teaching model is based on collaboration of educators from diverse disciplines, and from multiple organizations participating in the process. The roles in the Co-Teaching model are as follows:

- Teacher candidates are the College's students endeavoring to become licensed teachers through the College's degree programs. For elementary education programs, the duration of the assignment is three (3) semesters, and for secondary education the duration is two (2) semesters.

- Embedded faculty members are full-time College instructors of the student seminar and are required to be on site to observe and supervise teacher candidates. Embedded faculty is on-site one full day each week for both elementary and secondary education for first year.
- The cooperating teacher is the host teacher employed by the school district.
- Substitute teachers allow the Co-Teaching team to meet on an individual basis and prepare lesson plans during class time. They are on-site two days per week for the school year for both elementary and secondary education.
- School district administrators and principals oversee the process in their individual schools.

The Co-Teaching model is more costly than standard field service placements; however, research conducted by the College's Teacher Education Department shows that the Co-Teaching model is more effective at providing candidates with hands-on teaching experience.¹ The Co-Teaching model is also consistent with the NCATE/CAEP standards for accreditation. CAEP calls for increased collaborative decision making and faculty involvement in the school districts.

Expansion of the Co-Teaching Collaborative Model

The College plans to expand the Co-Teaching model to additional public schools, and has already added two new schools to the Co-Teaching model for the spring 2014 semester. The Co-Teaching model is more expensive than the traditional model, and the College lacks resources for full implementation of the model. The College is exploring alternative funding sources for the Co-Teaching model, including outside grants and co-funding from participating school districts.

The Teacher Education Department has proposed a budget for the expansion of the Co-Teaching model for a total of 12 Co-Teaching Collaborative Schools (including the currently active Co-Teaching school projects). The expansion budget only covers elementary and secondary education, and does not include teacher preparation programs for administrators, counselors, nutritionists, art education, physical education and special education. The following table details the first year cost of implementing the co-teaching model for elementary education programs in eight schools, and for secondary education programs in four schools:

¹ UNM Department of Teacher Preparation: Cohort 1 Co-Teaching Project Report, May 2012. Christine Abassary and Dr. Cheryl Torrez.

Cost of Collaborative Co-Teaching: First Year

Item description	Per School Cost	Elementary Education*	Secondary Education**	Total Cost
Included in Faculty I&G				
Embedded Faculty Member	\$18,000	\$144,000	\$72,000	\$216,000
Subtotal	\$18,000	\$144,000	\$72,000	\$216,000
Incremental Costs				
Researcher	10,000	80,000	40,000	120,000
Substitute Teacher	6,000	48,000	24,000	72,000
Graduate Student	7,000	56,000	28,000	84,000
Travel costs	2,000	16,000	16,000	32,000
Subtotal	\$25,000	\$200,000	\$108,000	\$308,000
TOTAL	\$43,000	\$344,000	\$180,000	\$524,000

Source: College of Education

* In Elementary Education, the budget forecast allows for 8 Co Teaching Collaborative schools.

**In Secondary Education, the budget forecast allows for 4 Co Teaching Collaborative schools.

The total estimated first year cost of Co-Teaching Collaboration in 12 schools for the elementary and secondary education program is \$524,000. For the first year, unit cost for an embedded faculty member is \$18,000 per year (\$9,000 per semester). The total cost of an embedded faculty member for elementary and secondary education is \$216,000 (Elementary education – \$18,000 x 8 schools + Secondary education – \$18,000 x 4 schools = \$72,000). The \$216,000 cost of the embedded faculty is part of faculty workload and is funded by I & G costs through their faculty contracts. The remaining \$308,000 in costs are incremental costs of administering the Co-Teaching Collaboration model.

For the second year and thereafter, the total costs increase by \$72,000 per year as elementary education cohorts begin to multiply and overlap, and additional faculty is needed to supervise, conduct the seminar, and hold formal teacher observation. Secondary education teacher candidates are placed in service for only two semesters. There is no overlap when new cohorts enter in the succeeding spring, and the costs for secondary education programs remain constant.

Bandelier Co-Teaching School Pilot program – The Bandelier Co-Teaching Collaborative pilot was initiated in 2010 in coordination with the UNM Elementary Education Teacher Preparation Program, APS, and Bandelier Elementary School. While the planning and developmental groundwork for Co-Teaching model at Bandelier Elementary began in 2010, the first teacher

candidate cohort (14 students) at Bandelier started in the academic year of 2011. Cohort 2 (13 students) was placed in academic year 2012 and Cohort 3 (10 students) in academic year 2013. Each cohort spends three semesters of student teaching in the co-teaching program. From January 2011 to May 2012, the Teacher Education Department conducted a study on the Co-Teaching Project and issued a report in 2012. The results of the study suggest that the Co-Teaching model has a positive impact on student test scores and student achievement in a majority of the cases. The estimated initial cost of the Bandelier Pilot program is presented below:

	2011	2012	2013
Student Cohort Placements at Bandelier Elementary	14	13	10
Elementary Ed Cost of Instruction per Student	\$267	\$286	\$363
Field Services Support Cost	292	251	270
Total Field Service Cost per Student	\$559	\$537	\$633
Total Cost	\$7,826	\$6,981	\$6,330

Source: College of Education

The Bandelier Field Service model was a slightly different model than the proposed Co-Teaching Collaboration model presented in the budget projections. For academic years 2010-13, under the Bandelier pilot project, the COE faculty was not embedded during the Bandelier pilot. The faculty was not onsite full time, instead they traveled to and from the site as needed resulting in a lower cost allocation. In addition, the Bandelier pilot project did not include the researchers, graduate assistants or substitute teachers; therefore, these costs are not present in the Bandelier cost analysis.

Additional Challenges in Funding the Co-Teaching Model - Because it is relatively new, the Co-Teaching model has never been funded by the APS grants funding field service requirements. The College recognized that the APS grant was not going to be renewed and set up a reserve to fund the new Co-Teaching initiative at Bandelier Elementary School. The research project fund was carved out of the Teacher Education Department budget, and was set aside for two years (2014-2015) to fund formal evaluation of the Collaborative Co-Teaching model as follows:

- \$60,000/per year allocated to the Center for Education Policy Research (CEPR) to conduct evaluations of the Bandelier Co-Teaching pilot program. CEPR is scheduled to commence research in AY 2014.
- \$6,000/year per school pays for a permanent substitute teacher for two days a week. The substitute teacher allows Co-Teaching team release for one hour per team each week to allow co-planning, curriculum and lessons plans, and other activity away from class time.
- Historically, the Elementary Education stipend was \$100 for the first semester, \$200 for the second, and \$300 for the third. The Secondary Education stipend was approximately \$800 each year per teacher. In 2013, the stipend was cut back to

\$150 for all three semesters. After the 2013 cutback, the stipend for all participating co-teachers is \$-0- for the first semester, \$50 for the second, and \$100 for the third semester.

- The Partnership Collaboration Program currently has approximately \$527,000 in its reserve balances. The reserve balances are designated for funding the existing Co-Teaching programs for the next two years.

The Albuquerque Public Schools and other school districts generally resist placing large number of student teachers within a single school. UNM has the Albuquerque Institute for Mathematics and Science (AIMS), which is a public charter school located on the University of New Mexico south campus. AIMS is a state charter school with approximately 330 students grades 6-12 and offers dual enrollment with UNM courses in Mathematics and Science. Due to the small enrollments at AIMS, field service placement is limited, and therefore does not lend itself to large placements of teacher candidates from UNM's College of Education. An alternative option to traditional field service placements is a Teacher Preparation Residency program model, where COE teacher candidates fulfill their field service requirements at a charter school owned and operated by the University.

The College should follow-up on effectiveness of the traditional field service and Collaborative Co-Teaching models. Measures of effectiveness include, but are not limited to the following:

- How well teacher candidates manage the classroom;
- How well teacher candidates prepare lesson plans;
- How well teacher candidates communicate with parents; and
- How well students in the classroom are learning their subjects. (Note: the College may have to rely on the State of New Mexico Public Education Department for teacher effectiveness data.)

Recommendation 6

The Dean of the COE and the Provost office should consider developing a College of Education Teacher Preparation Residency School. Such a residency school could provide COE students with hands on training throughout their teacher preparation experience.

Response from the Interim Dean of UNM College of Education

Action Items
Targeted Completion Date: Feasibility study completed by Fall of 2015 and then possible implementation of the program by Fall of 2016 if funding is available.
Assigned to: New COE Dean
Corrective Action Planned: The College of Education will consider the Teacher Preparation Residency School as a part of the continuing re-imagining efforts and future direction of the College.

Recommendation 7

The College should consider establishing a coordinated clinical field service assessment program to effectively provide feedback while teacher candidates are conducting field service and to follow up with them after graduation. Consider changes in programs to include student field service experience earlier in the program/student experience. The Dean of the College of Education should establish a program to assess the effectiveness of traditional field service and the Co-Teaching Collaborative models to determine how teacher candidates are performing in the classroom.

Response from the Interim Dean of UNM College of Education

Action Items
Targeted Completion Date: 8/31/2014
Assigned to: Associate Dean of Academic Affairs - COE
Corrective Action Planned: The College established a Field Services Portal (the first of its kind in NM) for feedback between teacher candidates and supervisors during the entire field service experience. This portal undergoes continuous improvement to facilitate and enhance feedback and communication with candidates, staff and supervisors. The College also utilizes the TK-20 assessment system to collect observations on students' learning and can be accessed by our alumni to store their teaching and learning dossiers.
In addition, the Center for Education Policy Research is conducting a separate program evaluation of the Co-Teaching Collaborative model as part of its two-year pilot program (FY14 and FY15). FY14 is the first year for which this type of data is being gathered.

Recommendation 8

The Dean of the COE should work with the Provost's Office to develop a permanent funding model for field service, and explore expansion of the Co-Teaching Collaborative School model within the Teacher Education Department, to other departments within the College, and to rural areas of New Mexico.

Response from the Interim Dean of UNM College of Education

Action Items
Targeted Completion Date: Feasibility study complete by Fall 2015 and possible implementation by Fall 2016
Assigned to: Future Dean and Provost
Corrective Action Planned: The future COE Dean and the Provost will explore funding possibilities for Field Services, and further examine possibilities for expanding the Co-Teaching Collaborative School model in Teacher Education and other areas of the college. Rural areas of New Mexico will also be included.

EDUCATION LEADERSHIP AND TURNAROUND PROGRAMS

In the education field, school turnaround programs encompass strategies for successfully changing the direction of underperforming public schools by developing strong leadership capacity in school administrators. Effective School turnaround requires strong leaders able to bring about rapid change and fundamental shifts in institutions, resulting in early gains and ongoing high performance.

In order to meet the challenge of leading schools and communities toward higher levels of excellence, effective leadership preparation programs should be:

- (1) Aligned with state and federal Standards;
- (2) Highly selective in candidate recruitment and focused on both instruction and school turnaround;
- (3) Field based with a strong presence in the schools;
- (4) Built on experience in both education and management fields; and
- (5) Incorporated with on-going field support for candidates in their schools and communities.

Several school districts in New Mexico are participating in the school turnaround programs. The NM PED is using funding appropriated by the New Mexico Legislature to send local school and

district leadership to the University of Virginia School Turnaround Specialist Program (UVA-STSP). At the same time, UNM's College of Education, under a federal grant, has conducted its own research and developed its own model for effective school leadership and school turnaround. The question arises as to why New Mexico state funding is allocated to out-of-state programs when colleges of education within New Mexico have the capacity to support a similar leadership program.

University of Virginia School Turnaround Specialist Program

The University of Virginia's (UVA) Darden Business School and its Curry School of Education have jointly developed a School Turnaround Specialist Program (STSP) aimed at transforming underperforming public schools. The program has been in operation since 2004. The UVA-STSP is a two year executive education program with an additional 10 months of pre-work with the state department of education and school district central office. Participants in the UVA-STSP begin a two-year program in the summer of the first year and participate in executive education sessions with key district leaders over two years. Principals who successfully achieve established goals and complete the UVA-STSP receive a credential in educational turnaround management. The major aspects of the UVA model include the following:

- Working with school, district, and state-level leadership teams to help build the internal capacity necessary to support and sustain effective school turnarounds.
- The two-year executive education program focuses on the creation of high-impact school leaders.
- Entrance and acceptance into their program is highly selective by UVA, so as to ensure only districts that will take the initiative to succeed, and have a high chance of success will be taken into the program.

The program uses a competency-based evaluation to select leaders into the program. Applicant principals are required to participate in and receive a minimum score on a Behavioral Event Interview that measures how they rate on a set of core competencies demonstrated by successful turnaround leaders. The curriculum focuses on understanding the school turnaround context and the fundamentals of successful turnarounds, including developing and communicating a vision that includes the need for urgent change, establishing a culture of high expectations, building effective coalitions and implementing shared decision-making, and using data to drive decisions.

Admission of potential leaders to the UVA-STSP is a highly selective process. Applicant principals must demonstrate, through rigorous tests and interviews that they possess the core competencies, such as: influencing key stakeholders, producing early success in the turnaround process, and measuring and reporting progress. In addition, the school districts selected for turnaround must demonstrate the capability, infrastructure, and resources for a school turnaround effort to be successful.

Criticisms UVA-STSP of the program – In its August 21, 2013 Hearing Brief, the LFC detailed criticisms of the UVA-STSP program, and the UVA-STSP itself acknowledged many of its limitations including the following:

- The UVA-STSP does not adequately address issues of diversity.
- The annual report data indicates the program is less successful in schools with a high percentage of Native American students.
- The program may be less successful with schools having a high proportion of English language learner students.
- Technical assistance is lacking and site visits provided by UVA-STSP are infrequent. UVA-STSP staff conducts two site visits a year, and it is difficult for UVA-STSP staff to conduct ongoing out of state site visits throughout the year. A locally administered program could provide greater technical assistance and more frequent site visits.

School Turnaround Research at UNM College of Education

The Educational Leadership Program at the UNM College of Education has developed its own school leadership program under a U.S. Department of Education Office of Innovation and Improvement School Leadership Program Grant (titled the Alliance for Leading and Learning Grant). The \$3.7 million grant was awarded in August 2010 to accomplish three goals:

1. Recruit, support, and collaborate in the preparation of teacher leaders resulting in administrative licensure and placement in principal and assistant principal positions;
2. Provide support, assistance, and mentoring to novice principals and assistant principal in their induction years (one to three years), particularly those placed in high need schools; and
3. Provide support, renewal, and career enhancement for currently practicing principals, particularly those in high needs schools.

Alliance for Leading and Learning Grant (ALL): Under the ALL grant, and in collaboration with APS and the NM School Leadership Institute (NMSLI), UNM's Education Leadership Department in the COE designed a principal preparation program that is:

- Aligned to Interstate School Leaders Licensure Consortium (ISLLC) Standards and State Principal Evaluation Domains;
- Selective in choosing candidates for principal training and built on a cohort model;
- Focused on improved instruction and school change;
- Delivers all courses as collaboratively designed and taught by university professors and district principals;

- Incorporates a full-time, one-semester internship for students in the district's schools; and
- Provides professional mentoring during the first year that students are in the position of principal or assistant principal.

Among other curricular features, the preparation training focuses on: working with highly diverse, low socio-economic schools and communities; building a bridge between the classroom and local implementation of school turnaround; training conducted by Colleges of Education; and candidate mentoring and support by the NMSLI and the Albuquerque Public School district leadership team.

By the end of the fall semester 2013, the grant had trained 40 principals and assistant principals for APS. The work has been evaluated annually by Mid-Continent Research for Education and Learning (McRel), an independent educational research and development corporation. The program has been rated as high performing by the U.S. Department of Education and McRel, and has achieved outstanding results according to its stated goals. Additionally, the Program has been commended by the New Mexico LFC as a promising practice, whose work displays efforts to be emulated across the State.

ALL Grant – School Turnaround Research at UNM College of Education

In 2013, the College's Educational Leadership Program and the Anderson School of Management partnered with APS and the NMSLI to submit a \$4.2 million grant application to the U.S. Department of Education's Office of Innovation and Improvement. The grant was to be distributed amongst the four participating partners over a period of five years to design and deliver a cohesive, comprehensive, and rigorous program with two initiatives:

1. Train and support a cadre of experienced principals/assistant principals to turnaround underperforming schools, and
2. Train highly qualified aspiring principals to lead schools in need of turnaround.

The grant was intended to train school leaders in turning around underperforming schools in the APS District. Unfortunately, the grant was not awarded by the Department of Education.

New Mexico Research and Public Service Project

The Education Leadership Program has also submitted a Research and Public Service Project (RPSP) grant application with the New Mexico Legislature to extend the leadership and turnaround program into rural New Mexico. The College has been working with the UNM Office of Government & Community Relations in building support, and in presenting the results of the programs to the New Mexico LFC.

The RPSP, Planning School Turnaround in New Mexico, is a collaborative project between UNM COE, the Anderson School of Management, and the New Mexico School Leadership

Institute. Planning for the project will take place in FY 2014-2015, and is geared to gather data and conduct analysis with the goal of impacting leadership and curriculum in low performing schools and districts. The aim is to build on the College's research and curriculum that was developed under the ALL grant and replicate its success across the State. The proposal provides for the collaborative partners to deliver, through the collection and analysis of empirical evidence, a school turnaround program that meets the context-specific needs of school leaders in school districts throughout New Mexico.

Program Goals outlined in the RPSP - Over the course of the 2014-2015 academic years, the partners in the Planning School Turnaround in New Mexico initiative will meet the following goals:

- After dividing the state into six geographic areas, hold a meeting in a centrally located school district (and inviting districts throughout the area where there are low-performing schools), to collect data about their schools and their particular challenges.
- Conduct semi-structured interviews with school leadership teams in those districts with low-performing schools.
- Collect secondary data about academic achievement in reading and math in the low-performing schools.
- Conduct and transcribe all interviews and meeting notes.
- Use the data collected, and construct the curricula that responds to the needs and challenges of local school districts.

Although the College's school turnaround programs bear similarities to the Darden - Curry program at the University of Virginia, the project is differentiated from the UVA-STSP, and will address the contextual issues in New Mexico as follows:

- Data suggests that the UVA-STSP approach does not do well with Native American populations, and that scores with these populations actually dropped after the training.
- Middle class Hispanic populations do well, but benefit of the UVA-STSP approach drops with Hispanic populations at the poverty level. There is a lack of success in the working class Hispanic and Native American population.
- Anecdotally, principals that went through the UVA program complain that there is no follow up or guidance on how to apply it to New Mexico's unique culture.
- UVA-STSP tends to work in school districts that have resources and infrastructure in place, however, rural New Mexico which is where turnaround is needed most, does not have the resources or infrastructure.

Effective leadership and school turnaround programs at UNM, geared especially toward emulating the program to New Mexico's unique and diverse population in rural areas, is key to the College's impact on the State's communities.

The RPSP is no longer available. Instead, the New Mexico Legislature allocated funding for Educational Leadership to the New Mexico Public Education Department partnerships for NMLEad 2014-2015. The purpose of NMLEad is to establish innovative principal preparation program(s) that train both current and pre-service school leaders in significantly different ways than current traditional programs and produce effective school leaders ready to lead schools to higher student achievement. These efforts will be done through collaborative partnerships with other universities and organizations. Respondents to this Request for Information (RFI) are applying to become approved partners with New Mexico Institutions of Higher Education (NM IHEs) and/or New Mexico school districts to prepare principals with a practice-based curriculum rooted in leadership competency training. Only PED-approved partners will be eligible to apply for NMLEad funds with NM IHEs and/or New Mexico school districts. The New Mexico Public Education Department's Policy Division is issuing this RFI to all organizations interested in partnering with NM IHEs, school districts and charter schools in preparing effective principals. The College of Education and UNM Anderson School of Management are working with the UNM Office of Government and Community Relations and New Mexico PED to apply for these grants.

Goals of NMLEad

Through a collaborative partnership between NM IHEs, school districts and other organizations, the goal of NMLEad is to establish new, innovative principal preparation programs that range from hybrid MBA programs that mix business leadership and management acumen with educational leadership and pedagogy, to unique programming and frameworks from existing leadership programs. New programs will:

- Have higher admission standards than current programs;
- Focus training on leadership competencies;
- Offer a practice-based curriculum;
- Provide financial aid for students to participate in a full-time practicum; and
- Support new principals in their initial years of leading a school through coaching and mentorship.

Recommendation 9

The Dean of the College of Education should work with the Provost's Office and the Office of Government and Community Relations to pursue options for funding for the College's school turnaround programs, including but not limited to: the New Mexico legislature, the U.S. Department of Education, NM PED, private foundations, and collective funding initiatives in the school districts.

Response from the Interim Dean of UNM College of Education

Action Items
<i>Targeted Completion Date:</i> June 2014
<i>Assigned to:</i> New Dean and new Department Chair of Teacher Education
<i>Corrective Action Planned:</i> This is in process. Collaboration is underway with other New Mexico institutions of higher education, including New Mexico State University.

COLLEGE OF EDUCATION ACCREDITATION REPORT

The National Council for Accreditation of Teacher Education (NCATE) accreditation system is a voluntary peer review process that involves a comprehensive evaluation of the college that is responsible for the preparation of teachers. The review is based on the six NCATE Standards, a set of research-based national standards developed by all sectors of the teaching profession. Accreditation requires an on-site review of the unit and a review of the individual programs within the unit. The NCATE Board of Examiners conducts an on-site visit and evaluates the college's ability to effectively deliver its programs. NCATE conducts joint onsite visits with NM Public Education Department (NMPED), the state agency responsible for individual program approval. As part of the Joint NCATE/NM PED 2007 site visit, the New Mexico Public Education Department did not comment on any additional areas for improvement, and approved all of the College of Education Licensure Programs.

NCATE Unit Standards

NCATE has six unit standards for accreditation of the College, with each standard having specific elements for assessment. The process employs a tracking system for student progress with Points in Program that monitor students' transitions through their educational programs. The six NCATE standards are:

1. Candidate Knowledge, Skills, and Dispositions - Assessments indicate that candidates meet professional, state, and institutional standards.
2. Assessment System and Unit Evaluation - The college has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

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 personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.
4. Diversity - The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.
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.
6. Governance and Resources - The College 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.

UNM College of Education 2007 NCATE Scorecard

In Spring 2008, NCATE issued the NCATE Accreditation Action Report for the UNM College of Education. The UNM College of Education met all six NCATE Standards as shown below, denoting the areas for improvement in four of the six standards.

	NCATE Standard	Initial Teacher Preparation	Advanced Preparation
1	Candidate Knowledge, Skills, and Dispositions	Met	Met
2	Assessment System and Unit Evaluation	Met	Met
3	Field Experiences and Clinical Practice	Met	Met
4	Diversity	Met	Met
5	Faculty Qualifications, Performance, and Development	Met	Met
6	Unit Governance and Resources	Met	Met

Although the College generally met all the NCATE standards, the Board of Reviewers did note area for improvement under NCATE Unit Standards 2, 3, 4 and 6. The College was fully compliant with NCATE Unit Standards 1 and 5.

Standard 2 - Assessment System and Unit Evaluation – The Standard requires the College to have an assessment system that collects and analyzes data to evaluate and improve the performance of students, the unit, and its programs. The Standard 2 areas for improvement noted in the 2007 scorecard are:

- The COE’s assessment system is not fully operational at the unit level.
- The COE has not implemented procedures to ensure consistency, fairness, accuracy and freedom from bias in the assessment of candidate performance.

Standard 3 - Field Experiences and Clinical Practice - The College and its school district partners should design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn. Areas for improvement under Standard 3 are:

- Secondary education programs lack systematic procedures and consistency regarding the placement and supervision of candidates in field experiences and clinical practice.

Standard 4 – Diversity - The College should design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools. Standard 4 areas for improvement are:

- The College does not ensure that all candidates work with P-12 students from diverse groups in field experiences or clinical practice.

Standard 6 - Unit Governance and Resources - The College should have in place the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

- The College has not fully implemented a formal structure to coordinate programs in other colleges.
- The allocation of technology resources is inconsistent across all programs.

Implementation and Follow Through on Areas for Improvement

Pursuant to the 2007 site visit, NCATE noted four areas for improvement. The most recent progress update was reported to NCATE in Part C of the 2012 annual report.

Standard 2 - Assessment System and Unit Evaluation - The College has implemented TK20, a commercial academic assessment and tracking system. TK20 is a comprehensive data management and learning outcomes assessment system that provides a rich set of tools for students and faculty that help track and enhance students' learning. Two annual cycles of assessment of licensure programs have been completed and entered into the TK20 system. The assessments are based on evidence of student learning outcomes aligned with State Competencies.

The College began addressing its data management needs immediately upon issuance of the NCATE report in AY 2008-09. After assessing the existing system, the College determined that a more robust system was necessary to fulfill NCATE Standards, and eventually decided upon the TK20 Higher Education System. The TK20 Higher Education System was purchased through an addendum to the University's existing TK20 purchase of the TK20 Campus Wide system adopted by the Provost's Office. The contractual costs of the TK20 Higher Education System include a one-time Student Subscription Fee of \$125: \$100 of the fee is allocated to the TK20 vendor as its license fee, and \$25 is allocated to the College for infrastructure costs, website development and maintenance, communication with students and staff on TK20 issues, training, and future contingencies. There is also a \$10,000 annual hosting fee payable to the vendor for hosting and securing the data offsite on their TK20 servers.

The student subscription fee allows the student access to the data management system for a total of eight (8) years and is instrumental in assisting teacher candidates in building their teacher files and fulfilling reporting responsibilities to their school district and the NM PED. In the spring 2012 semester, the student subscription was implemented as a curricular fee under Administrative Policies and Procedures Manual - Policy 8210: Tuition and Related Fees. Under Policy 8210, curricular fees should be reviewed every two years to ensure that expenses are allowable, allocable, reasonable, and timely.

In FY 2011, the College initiated a Banner ERP Project Plan for implementation of the TK20 Higher Education System. Implementation began in the fall of 2011, and the project was completed in the fall of 2013. The implementation costs of the project (primarily labor costs) are as follows:

<u>Year</u>	<u>FTE</u>	<u>Salary Cost</u>
2008	0.50	\$ 33,418
2009	1.00	65,849
2010	2.25	126,723
2011	3.00	161,616
2012	4.00	286,869
2013	<u>3.75</u>	<u>299,275</u>
	<u>14.50</u>	<u>\$ 973,750</u>

Phase I of the data collection and entry for the 2015 NCATE site visit began in spring 2012 with an assessment of all undergraduate teacher preparation programs, including student level

assessment in the TK20 system within the College. Phase 2 commenced in fall 2012 and added all advanced preparation programs.

- Faculty was able to review assessment data, identify areas of strengths and weaknesses in student learning, and establish priorities for change in the assessment cycle of the next academic year.
- Key assessments in TK20 have been configured so students may access the scored assessment. Students have access to TK20 for eight years beyond graduation for use in building their professional electronic portfolios and to support career advancement.
- Key direct assessments provide evidence of student learning in course-based projects and assignments, as well as field-based assessments.
- Frequent field based assessments provide evaluation of student performance and unbiased portraits of student growth as a professional.

Standard 3 - Field Experiences and Clinical Practice - The College's Field Service Portal provides a systematic and consistent set of procedures for placement of secondary education teacher candidates. The portal matches teacher candidates with an appropriate cooperating teacher in the field and finalizes the match through an approval process with the school administrator. The portal tracks the number of teacher candidates placed at each school site consistent with the terms of the APS MOU. Under the new field service supervision model, College faculty will provide frequent observations of classroom experience in the secondary education program. Frequent assessment of the teacher candidate's demonstration of knowledge, skills, and dispositions during the field experience are documented in the TK20 system by the College supervisor and the cooperating teacher. Consistent supervision from the College instructor, along with the mentoring from the cooperating teacher, will strengthen the growth and development of the teacher candidate.

TK20 is designed for student assessment in both course based evaluations and field service evaluations. Despite dissimilar content structures of COE programs, student assessments are based on student behaviors that are similar across all COE programs, including: lesson planning, teacher instruction, student assessment, behavior management, diversity issues, and candidate disposition. Student assessment data is still being assimilated into TK20 in preparation for the 2015 NCATE site visit. In fall 2012, TK20 was available for initial licensure programs to gather assessment data as part of Phase I; however, some programs still stored data in program-housed spreadsheets as program coordinators learned how to configure assessments into TK20. While Phase II began in spring 2013 to include all programs in TK20, not all programs were ready to configure course based assessments into TK20. For the fall 2015 NCATE visit, data will be aggregated as a unit for the six key assessments, and disaggregated at the program level to demonstrate candidate proficiency. The institutional report for the 2015 NCATE visit will be written based on the 2013-14 academic year; however, when the site visit occurs, all exhibits and documents will incorporate work from fall 2012-spring 2015.

Standard 4 – Diversity - The College uses the Field Services Portal to identify placements of candidates into diverse settings. The portal provides data on demographics and school population to guide diverse placements of candidates. The College is geared for diverse placements so that candidates develop and demonstrate knowledge, skills and dispositions necessary to help all students learn.

- Elementary education students in the first pre-student teaching semester must be placed at an elementary school. The following semesters may be at other grades levels of the K-8 license. Dual license requires one semester in a regular elementary classroom and a second semester in a special education classroom.
- Art Education and Physical Education require placements at an elementary school and a secondary school for the student teaching field experiences.
- The Elementary Education Program has a co-teaching model in place at one elementary school and looks to expand the model to an additional school. Discussions are on-going to expand a co-teaching model to a high school for secondary education candidate placement. Candidates in the co-teaching schools are more immersed into the school setting and able to experience a broad group of students within the school site.

Standard 6 - Unit Governance and Resources - Music Education licensure candidates in the College of Fine Arts have been identified and enrolled in the TK20 system. These candidates are now aligned with the formal assessment practices of the College. The Field Service Portal now includes Music Education candidates so that required documentation and performance tracking is consistent with the APS MOU. Through TK20, all cooperating teachers, teacher candidates, and university supervisors have online access to their assessments, evaluations, and career portfolio development tools. Use of current technology in the College allows for access by hand-held devices for observations and supervision in classroom settings.

College of Education 2015 NCATE site visit

In 2013, NCATE merged into the Council for the Accreditation of Educator Preparation (CAEP). After 2013, accreditation for education colleges are managed through CAEP, with the exception of NCATE legacy site visits that were already in process prior to the merger with CAEP. The College's fall 2015 site visit is an NCATE legacy accreditation.

The College is currently preparing the Institutional Report for the fall 2015 NCATE site visit. The Institutional Report is a self-review of the College and is the basis of the site visit and accreditation review. The self-study will present a thorough discussion of how the educator preparation programs are meeting standards as supported by evidence. The College is required to submit an electronic copy of its institutional report to NCATE approximately eight months prior to the onsite visit. The data is collected through the TK20 electronic data management program.

The NCATE coordinator met with COE program coordinators throughout 2013 and is developing key criteria and data for program assessments, and is entering results in the TK20

program to categorize lesson plans, key assessments on instruction, assessment of students, behavior management, classroom management, and diversity.

Once the program reports are compiled, the College Institutional Report will be completed. The report is scheduled to be complete in early spring 2015, with the site visit occurring approximately eight months afterward in Fall Semester, 2015.

Recommendation 10

The Dean of the College of Education should review the TK20 Higher Education curricular fees to ensure that expenses are still allowable, allocable, reasonable, and timely.

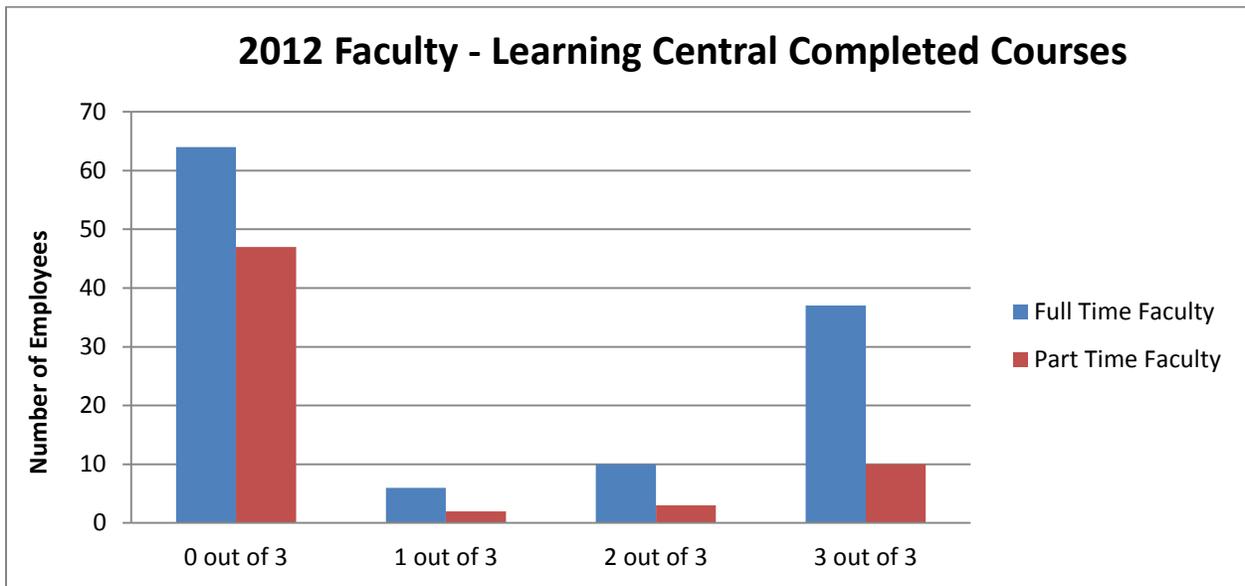
Response from the Interim Dean of UNM College of Education

Action Items
<i>Targeted Completion Date:</i> December 31, 2014
<i>Assigned to:</i> Finance Officer
<i>Corrective Action Planned:</i> An analysis of the appropriateness of the curricular fees will be conducted during FY15 to ascertain the allowability based on policy, how they can be allocated, and reasonableness of the charges.

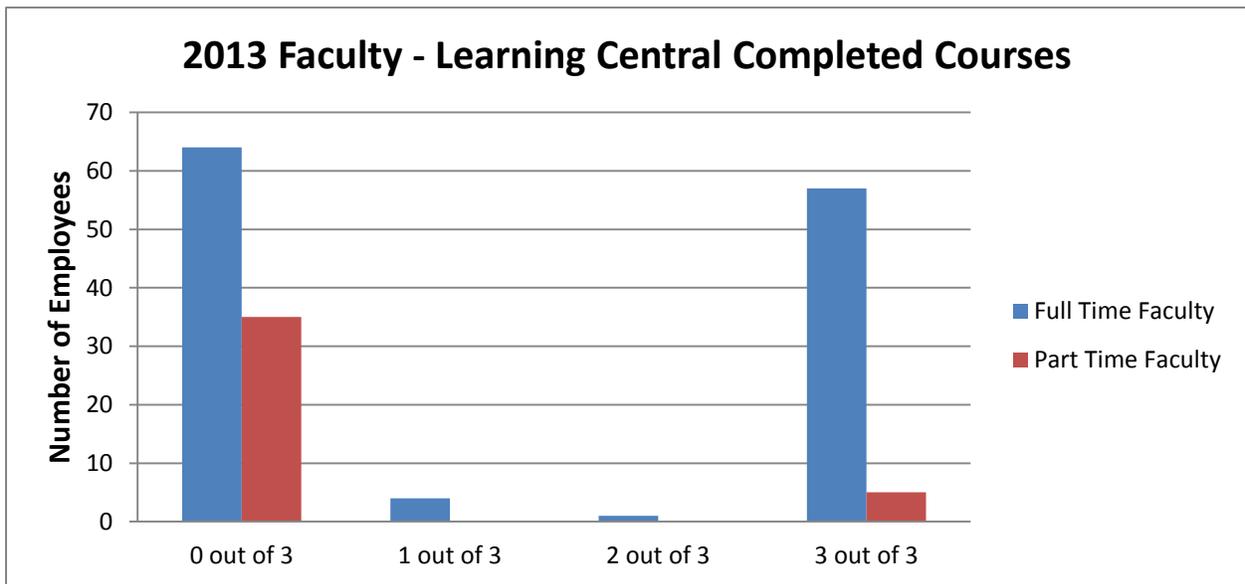
REQUIRED UNIVERSITY TRAINING FOR FACULTY AND STAFF

The University of New Mexico requires mandatory training for employees in order to fulfill state and federal safety, risk, and employment law requirements. UNM employees, including faculty and staff, must take the required training annually through the University's Learning Central website by December 31st of each year. Directors and department heads have the discretion to exempt certain employees, such as on call and temporary employees, and employees that are less than .25 FTE; however, in making this decision, directors should consider the consequences in the event of a violation of legal and ethical practices.

The required courses are Preventing Sexual Harassment, Basic Annual Safety Training, and Ethics: A Framework for Ethical Decision Making. UNM Internal Audit conducted test work on required training data from Learning Central for calendar years 2012 and 2013, and found that faculty and staff did not adequately complete the required annual training. In calendar year 2012, 111 COE faculty members (62%) did not take any of the required training, and only 47 COE faculty members (26%) took all three required courses. In calendar year 2013, 99 COE faculty members (60%) did not take any of the required courses, with 62 COE faculty members (37%) completing all of the required training.

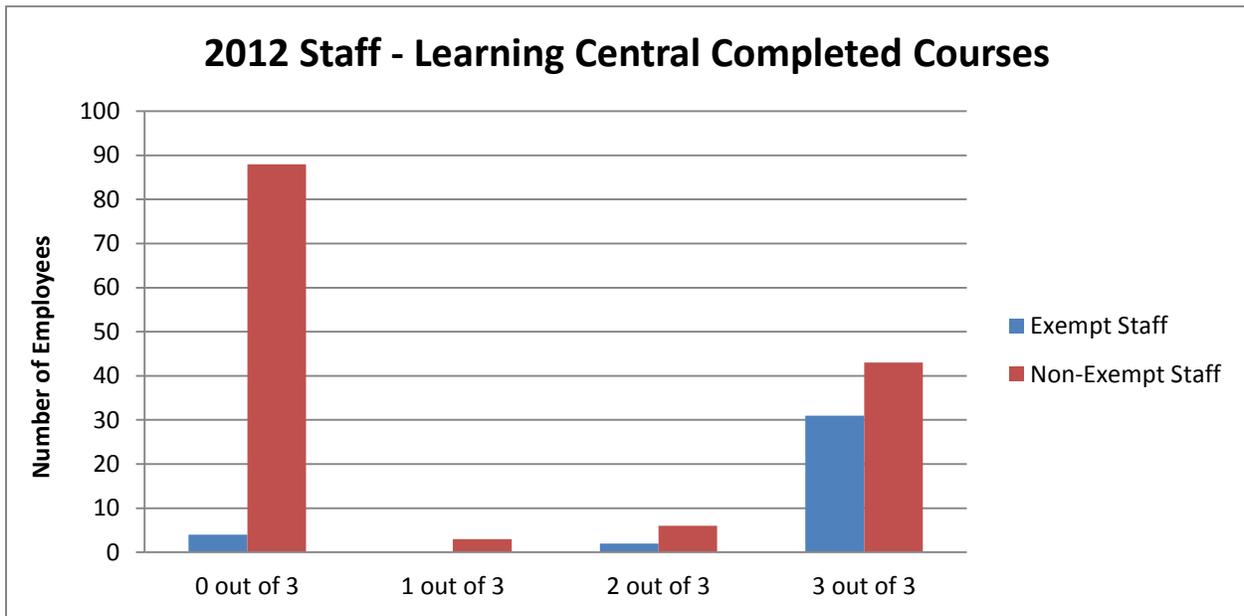


Source: Learning Central

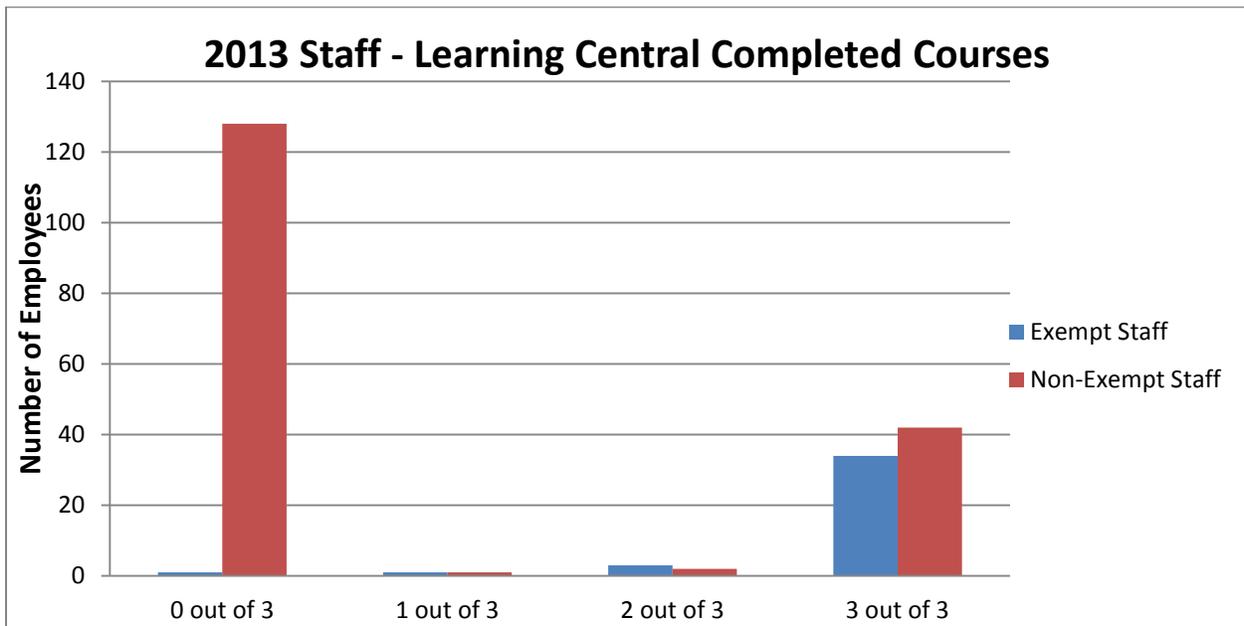


Source: Learning Central

In calendar year 2012, 92 COE staff members (52%) did not take any required training, while 74 staff members (42%) completed all three required courses. In calendar year 2013, 129 COE staff members (61%) did not take any required training, while 76 staff members (36%) completed all of the required training.



Source: Learning Central



Source: Learning Central

University departments are responsible for encouraging a healthy working environment that is ethical, promotes workplace safety, and respects employees' civil rights. Compliance with the required annual training reduces the University's exposure to legal liability or financial loss.

Recommendation 11

The Dean of the College of Education should work with the Office of the Provost and the Human Resources Department to ensure that all faculty and staff take the University’s required annual training.

Response from the Interim Dean of UNM College of Education

Action Items
Targeted Completion Date: December 2014
Assigned to: New Dean & COE Academic Operations Officer
Corrective Action Planned: The new dean with the help of the COE Academic Operations Officer will request regular reports from HR of mandatory training completion statistics and then implement regular communications with Faculty and Staff to ensure that all faculty and staff comply with the required annual University training. Consequences will be implemented for those faculty and staff within the COE that do not comply.

APPROVALS



Manil Patel, CPA
Director, Internal Audit Department

Approved for Publication



Chair, Audit Committee

UNM College of Education
Degrees Awarded by Department and Degree Program
Academic Years 2011-2013

Department	Degree Program	AY 2011		AY 2012		AY 2013	
		Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
Individual, Family, Community Education	* Counseling	-	22	-	22	-	21
	* Early Childhood Education	20	-	13	-	32	-
	* Elementary Education	-	3	-	1	-	3
	Counseling	-	-	-	-	-	1
	Counselor Education	-	-	-	-	-	1
	Educational Psychology	-	4	-	8	-	7
	Family Studies	17	1	27	3	26	5
	Human Dev. & Family Relations	2	-	6	-	5	-
	Nutrition	-	5	-	2	-	4
Nutrition/Dietetics	21	-	20	-	21	-	
Total IFCE		60	35	66	36	84	42
Education Specialities	* Special Education	40	45	41	38	43	47
	* Art Education	4	7	8	4	4	18
	Special Education	-	2	-	7	-	2
	Special Ed Graduate Certificate	-	1	-	-	-	2
Total ES	44	55	49	49	47	69	
Teacher Education	* Secondary Education	50	49	48	34	42	34
	* Elementary Education	163	84	170	99	155	93
	Teacher & Childhood Ed.	-	1	-	2	-	2
Total TE	213	134	218	135	197	129	
Educational Leadership	* Educational Leadership	-	21	-	19	-	34
	Educational Leadership	-	2	-	6	-	6
	Org Learning & Instructional Tech.	-	19	-	30	-	-
	Technology & Training	13	-	12	-	-	-
Total EL	13	42	12	55	-	40	
Health, Exercise, and Sports Sciences	* Health Education	-	-	5	-	1	-
	* Physical Education	12	-	3	-	5	-
	Athletic Training	4	-	5	-	7	-
	Exercise Science	46	-	40	-	54	-
	Health Education	4	14	4	13	19	12
	P.E, Sports, & Exercise Science	-	4	-	5	-	7
Physical Education	-	35	-	25	-	28	
Total HESS	66	53	57	43	86	47	
Language, Literacy, and Sociocultural Studies	Thought & Sociocultural Studies	-	1	-	2	-	1
	Educational Linguistics	-	1	-	-	-	1
	Literacy & Sociocultural Studies	-	44	-	50	-	41
Total LLSS	-	46	-	52	-	43	
Total COE		396	365	402	370	414	370

* Teaching Preparation degree

Source: UNM College of Education

Note 1: Degrees are presented by department and degree program.

Note 2: During AY 13 the College awarded 414 undergraduate and 370 graduate degrees for a total of 784 degrees awarded. This is a slight increase from 761 degrees awarded in AY 2011. The Department of Teacher Education awards the most degrees as 326 (41%) were awarded in AY 2013. The College awarded 532 (68% of total) degrees through Teacher Preparation degree programs in AY 13, which is a slight increase from 525 Teacher Preparation degrees awarded in AY 2011.

UNM College of Education
Budget vs. Actual Analysis - Unrestricted Funds
FY's 2011-2013

	FY 2011 Budget vs. Actual			FY 2012 Budget vs. Actual			FY 2013 Budget vs. Actual		
	Budget	Actual	Over (under) Budget	Budget	Actual	Over (under) Budget	Budget	Actual	Over (under) Budget
Revenues									
I&G	\$ 15,243,777	\$ 14,817,672	\$ (426,105)	\$ 15,208,273	\$ 15,301,059	\$ 92,787	\$ 14,907,623	\$ 15,090,695	\$ 183,072
Research	171,816	152,714	(19,102)	275,978	390,756	114,778	192,463	281,567	89,104
Public Service	692,919	802,997	110,078	603,073	712,830	109,757	1,122,310	1,191,146	68,836
Endowments	487,439	512,764	25,325	42,300	376,663	334,363	(54)	315,204	315,150
Other Revenues	1,800,047	106,273	(1,693,774)	2,222,472	(11,250)	(2,233,722)	2,320,118	-	(2,320,118)
Total Revenues	\$ 18,395,998	\$ 16,392,420	\$ (2,003,578)	\$ 18,352,096	\$ 16,770,058	\$ (1,582,037)	\$ 18,542,460	\$ 16,878,612	\$ (1,663,848)
Expenses, by Function									
Instruction	\$ 14,511,923	\$ 13,703,298	\$ (808,625)	\$ 15,253,902	\$ 14,192,442	\$ (1,061,459)	\$ 15,854,379	\$ 14,832,149	\$ (1,022,230)
Distance Education	1,283,165	499,384	(783,781)	980,920	401,343	(579,577)	487,231	426,043	(61,188)
Research	556,942	318,309	(238,633)	582,771	382,552	(200,219)	579,636	380,233	(199,403)
Public Service	1,025,732	880,031	(145,701)	819,680	686,341	(133,339)	1,014,335	932,724	(81,611)
Non-Endowment Program Support	255,402	104,938	(150,464)	187,480	88,073	(99,407)	137,419	83,146	(54,273)
Student Awards	512,923	333,362	(179,561)	339,629	262,322	(77,307)	311,742	229,319	(82,423)
Endowment	241,411	42,232	(199,179)	187,714	88,697	(99,017)	157,718	82,953	(74,765)
Special Appropriation	8,500	4,739	(3,761)	-	-	-	-	-	-
Total expenses	\$ 18,395,998	\$ 15,886,295	\$ (2,509,703)	\$ 18,352,096	\$ 16,101,770	\$ (2,250,325)	\$ 18,542,460	\$ 16,966,567	\$ (1,575,893)
Revenues over (under) expenses	\$ -	\$ 506,125	\$ 506,125	\$ -	\$ 668,288	\$ 668,288	\$ -	\$ (87,955)	\$ (87,955)
Reserves, beginning of year	\$ 4,302,646	\$ 4,302,646	-	\$ 4,956,943	\$ 4,956,943	-	\$ 5,530,302	\$ 5,530,302	-
Reserves, end of year	\$ 2,502,599	\$ 4,808,771	2,306,172	\$ 2,734,471	\$ 5,625,231	2,890,760	\$ 3,210,184	\$ 5,442,347	2,232,163

Source: Banner Accounting System

Note 1: Expenses are presented by functional classification and include all COE departments and centers.

Note 2: Budgeted unrestricted funds, which primarily consist of I&G funding (approximately 90%), are prepared by the Provost office and approved by the Board of Regents on an annual basis. Budgeted I&G revenues consist of state appropriations, tuition and fees and Extended University revenues allocated to the College. Budgeted Instructional expenses are primarily funded by I&G. Approximately 90% of total expenses for FY's 2011-2013 are Instruction related and are primarily funded by I&G. Budgeted Other revenues consists of budgeted use of reserves, which reflects the amount of prior year reserves the College is anticipating to expend in the upcoming fiscal year. There are no actual expenditures in this account, which results in the significant variance between budgeted and actual "Other" revenue. The College practices the University's standard budget process when preparing and adjusting approved budgets.

Exhibit 2

UNM College of Education
FY 2013 Financial Analysis for Restricted Funds¹
Fiscal Year Ended June 30, 2013

College of Education Departments						College of Education Centers/Programs		
Revenues	IFCE	Education Specialties	HESS	LLSS	Total Departments	Institute for Professional Development	Center for Education Policy Research ²	Total Centers/Programs
Contracts and Grants	\$ 90,032	\$ 122,860	\$ 46,137	\$ 138,533	\$ 397,562	\$ 300,741	\$ 359,228	\$ 659,969
Expenses								
Labor	\$50,716	\$68,202	\$29,154	\$102,287	\$ 250,359	\$ 130,569	\$ 279,764	\$ 410,333
Non-Labor	39,316	54,658	16,983	34,638	145,595	170,172	126,872	297,044
Total Expenses	\$ 90,032	\$ 122,860	\$ 46,137	\$ 136,925	\$ 395,954	300,741	406,636	707,377
Revenues Over (Under) Expenses								
	\$ -	\$ -	\$ -	\$ 1,608	\$ 1,608	\$ -	\$ (47,408)	\$ (47,408)

Source: Banner Accounting System

Note 1: The College of Education's restricted funding primarily consists of federal and non-federal contracts and grants. For Fiscal Year Ended June 30, 2013 the College received \$563,215 in Federal Contracts and Grants and \$494,316 in Non-Federal Contracts and Grants for a total of \$1,057,501 in restricted revenues. The institute for Professional Development and Center for Education Policy Research generated \$659,969, or 62%, of the College's restricted funding. The College's related expenses primarily consist of labor, which is approximately 63% of total expenses.

Note 2: The deficit in the Center for Education and Policy Research is due to cost sharing arrangements with the Office of Equity and Inclusion. Under the cost sharing arrangement, the entire funding for cost sharing commit for the grant is posted at the inception of the grant, while the costs are posted in year they are incurred. Thus a timing difference between the fiscal year accounting basis (which shows a deficit during the year) and grant accounting basis (inception to date, where revenues equal expenses of grant).

Exhibit 3

UNM College of Education
FY 2013 Unrestricted Financial Analysis by Department
Fiscal Year Ended June 30, 2013

College of Education Departments								
Revenues	IFCE	Education Specialties	Administration	Teacher Education	Educational Leadership	HESS	LLSS	Total Departments
I&G	\$ 2,250,046	\$ 1,783,191	\$ 2,013,708	\$ 1,959,065	\$ 675,542	\$ 2,909,485	\$ 1,840,730	\$ 13,431,767
Research	4,598	3,596	(48,313)	2,588	491	47,851	5,464	16,275
Public Service	5,732	7,433	17,389	3,800	39,808	123,323	-	197,484
Endowment	(1,077)	6,481	302,975	-	-	6,825	-	315,204
Total Revenues	\$ 2,259,299	\$ 1,800,700	\$ 2,285,759	\$ 1,965,453	\$ 715,841	\$ 3,087,484	\$ 1,846,194	\$ 13,960,730
Expenses, by Function								
Instruction	\$2,194,042	\$1,757,796	\$2,261,649	\$1,926,581	\$624,619	\$2,788,863	\$1,793,018	\$ 13,346,568
Distance Education	-	-	426,043	-	-	-	-	426,043
Research	29,367	20,771	49,014	210	2,972	22,843	12,692	137,869
Public Services	3,233	8,146	110,339	-	-	160,009	8,940	290,667
Student Awards	2,218	1,000	226,101	-	-	-	-	229,319
Total Expenses	\$ 2,228,860	\$ 1,787,714	\$ 3,073,147	\$ 1,926,791	\$ 627,590	\$ 2,971,715	\$ 1,814,650	\$ 14,430,466
Revenues Over (Under)								
Expenses	\$ 30,439	\$ 12,986	\$ (787,388)	\$ 38,662	\$ 88,251	\$ 115,769	\$ 31,544	\$ (469,736)
Reserves, beginning of year	\$ 204,958	\$ 157,176	\$ 3,660,934	\$ 65,150	\$ 122,890	\$ 218,885	\$ 100,500	4,530,494
Reserves, end of year	\$ 235,397	\$ 170,162	\$ 2,873,547	\$ 103,812	\$ 211,141	\$ 334,654	\$ 132,044	4,060,757

Source: Banner Accounting System

Note: The College of Education department's unrestricted funding primarily consists of I&G (96%). The College's related expenses primarily consist of instruction, which is approximately 92% and of total expenses. the College's departments had an unrestricted net loss of (\$469,737). The net loss is due to a loss of \$787K in the Administrative department. The Administrative department's loss is primarily due to instruction expenses of \$2,687,692 (Instruction and Distance Education) exceeding I&G revenues of \$2,013,065.

Exhibit 4

UNM College of Education
FY 2013 Unrestricted Financial Analysis by Centers and Programs
Fiscal Year Ended June 30, 2013

College of Education Centers and Programs							
Revenues	NM Leadership Program	Family Development Program	Center for Student Success	Center for Education Policy Research	Partnership Collaboration Program	Total Centers and Programs	
I&G	\$ -	\$ -	\$ 1,255,464	\$ 403,464	\$ -	\$ 1,658,928	
Research	57,687	19,776	15,063	159,614	13,152	265,292	
Public Service	414	658,929	9,319	325,000	-	993,662	
Total Revenues	\$ 58,101	\$ 678,705	\$ 1,279,846	\$ 888,078	\$ 13,152	\$ 2,917,882	
<u>Expenses, by Function</u>							
Instruction	\$ -	\$ -	\$ 1,236,897	\$ 248,684	\$ -	\$ 1,485,581	
Research	16,932	-	2,603	132,333	90,496	242,364	
Public Service	-	436,298	26,727	345,131	-	808,156	
Total Expenses	16,932	436,298	1,266,227	726,148	90,496	2,536,101	
Revenues Over (Under) Expenses	\$ 41,169	\$ 242,407	\$ 13,619	\$ 161,930	\$ (77,344)	\$ 381,781	
Reserves, beginning of year	\$ 1,653	\$ 99,792	\$ 299,791	\$ (5,374)	\$ 604,420	\$ 1,000,282	
Reserves, end of year	\$ 42,822	\$ 342,199	\$ 313,410	\$ 156,556	\$ 527,076	\$ 1,382,063	

Source: Banner Accounting System

Exhibit 5

**College of Education
Enrollment by Department
AY's 2011-2013**

Department	AY 2011			AY 2012			AY 2013		
	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total	Undergraduate	Graduate	Total
Department of Teacher Education	1,232	1,036	2,268	1,137	913	2,050	975	775	1,750
Individual, Family, Community Education	449	448	897	426	453	879	480	461	941
Health Exercise and Sports Sciences	424	409	833	440	405	845	504	378	882
Educational Specialities	245	534	779	242	556	798	197	516	713
Educational Leadership and Organizational Learning	99	533	632	96	571	667	-	313	313
Language, Literacy, and Sociocultural Studies	4	439	443	1	449	450	-	444	444
Total Departments	2,453	3,399	5,852	2,342	3,347	5,689	2,156	2,887	5,043

Source: UNM College of Education

Note: The Department of Teacher Education has the largest enrollment with 1,750 (35%) students enrolled in AY13. The College's enrollment has decreased by 809, or 14%, from 5,852 in AY 2011 to 5,043 in AY 2013. The decrease is primarily due to decreases in the Teacher Education, and Educational Leadership and Organizational Learning departments which experienced a decrease in enrollment by 518 (23%) and 320 (50%), respectively.

UNM College of Education
Faculty Educational Attainment *
Academic Year 2012-2013

Department/Program	Department / Program Total	Female					Male				
		Doctoral	Masters	Bachelors	Other	Total Female	Doctoral	Masters	Bachelors	Other	Total Male
Administration	3	-	1	-	-	1	1	1	-	-	2
Institutes Programs Centers	3	2	-	-	-	2	-	-	1	-	1
Teacher Education	33	17	8	1	2	28	3	1	1	-	5
Education Leadership Organization Learning (ELOL)	14	4	1	-	-	5	6	1	-	2	9
Educational Specialties	26	14	7	4	0	25	1	-	-	-	1
Health Exercise & Sports Science (HESS)	36	6	3	8	3	20	8	3	-	5	16
Individual Family Community Education (IFCE)	37	11	6	5	1	23	12	-	-	2	14
Language Literacy Sociocultural Studies (LLSS)	33	13	5	3	1	22	6	5	-	-	11
Totals	185	67	31	21	7	126	37	11	2	9	59

Source: UNM Office of Institutional Analytics

Note: The above schedule does not include Graduate Assistants since they are not considered faculty.

Note: 104 of the College's faculty have obtained their PhD (56% of 185 total faculty). Of the female faculty members, 53% (67 of 126) hold a PhD, while 63% (37 of 59) of male faculty have a PhD. Postsecondary teachers who work for 4-year colleges and universities are most often required to have a doctoral degree in their field. However, in some cases, the College may hire those who have a non-doctoral degree or those who are doctoral degree candidates. 23% (42 of 185) of the College's faculty have Masters degrees and 12% (23 of 185) have Bachelors degrees.

Exhibit 7

UNM College of Education
Faculty Diversity
Academic Year 2012-2013

Department/Program	Department Totals	Female							Male						
		Hispanic	American Indian	Asian	African American	White	Other	Total Female	Hispanic	American Indian	Asian	African American	White	Other	Total Male
Administration	3	-	-	-	-	1	-	1	-	-	-	-	2	-	2
Institutes Programs Centers	3	-	-	1	-	1	-	2	-	-	-	-	1	-	1
Teacher Education	33	5	2	-	1	19	1	28	-	-	-	-	5	-	5
Education Leadership Organization Learning (ELOL)	14	2	1	-	-	2	-	5	3	-	-	-	6	-	9
Educational Specialties	26	1	.	1	-	22	1	25	-	-	-	-	1	-	1
Health Exercise & Sports Science (HESS)	36	4	2	-	-	14	-	20	5	-	-	-	10	1	16
Individual Family Community Education (IFCE)	37	4	1	-	-	16	2	23	2	-	1	-	11	-	14
Language Literacy Sociocultural Studies (LLSS)	33	7	4	1	1	9	-	22	1	2	-	-	5	3	11
Totals	185	23	10	3	2	84	4	126	11	2	1	0	41	4	59

Source: UNM Office of Institutional Analytics

Note: The above schedule does not include Graduate Assistants since they are not considered faculty.

Note: The Individual Family Communication Education (IFCE) and Health Exercise & Sports Science (HESS) departments have the most COE faculty members with 37 and 36, which is 39% of the College's total faculty. Females comprise of 126 (68%) while males comprise of 59 (32%) of total faculty.

**College of Education
Student Credit Hours by Faculty Rank (Full- and Part-time)
Academic Year 2012-2013**

B.4

Department/Program	Tenured/Tenure Track Faculty						Total Tenured-Track Student Credit Hours	Non-Tenure-Track Faculty				Total Non-Tenure-Track Student Credit Hours	Teaching Assistants		Total Graduate Student taught Student Credit Hours	Total Student Credit Hours
	Graduate Level Student Credit Hours			Undergraduate Level Student Credit Hours				Graduate Level Student Credit Hours	Undergraduate Level Student Credit Hours				Graduate Level Student Credit Hours	Undergraduate Level Student Credit Hours		
	Assistant Professor	Associate Professor	Professor	Assistant Professor	Associate Professor	Professor		Non-Tenure-Track Faculty *	Temporary Faculty **	Non-Tenure-Track Faculty *	Temporary Faculty **		Grad/Teaching Assistant	Grad/Teaching Assistant		
Dept of Teacher Education	419	871	0	724	1,337	0	3,350	1,456	114	2,957	819	5,345	0	887	887	9,582
Educ Leadership Orgn Learning ELOL	249	471	378	0	0	0	1,097	436	81	0	0	517	0	0	0	1,614
Educational Specialties Ed Spec	672	997	977	336	270	414	3,666	288	215	1,080	513	2,096	36	321	357	6,119
Health Exercise & Sports Science	734	540	254	2,071	1,554	201	5,354	237	51	984	4,150	5,422	6	9,568	9,574	20,350
Individual Family Comm Educ IFCE	1,089	1,421	183	887	1,760	647	5,988	546	426	934	3,168	5,074	201	2,709	2,910	13,972
Language Literacy Sociocultural LL	<u>409</u>	<u>1,561</u>	<u>611</u>	<u>342</u>	<u>186</u>	<u>165</u>	<u>3,274</u>	<u>0</u>	<u>252</u>	<u>0</u>	<u>468</u>	<u>720</u>	<u>87</u>	<u>555</u>	<u>642</u>	<u>4,636</u>
Totals	3,572	5,860	2,403	4,360	5,106	1,427	22,728	2,963	1,139	5,954	9,118	19,174	330	14,040	14,370	56,272
% of Total Credit Hours	6.35%	10.41%	4.27%	7.75%	9.07%	2.54%	40.39%	5.26%	2.02%	10.58%	16.20%	34.07%	0.59%	24.95%	25.54%	

Source: UNM Office of Institutional An:

* Includes all faculty with regular appointments not on a contract that can lead to tenure. This includes visiting and research faculty and lecturers.

** Includes all faculty on a temporary contract. This includes temporary adjunct faculty, retired faculty who are hired back on temporary contracts, and post-doctoral fellows.

Note 1: Data reflects only student credit hours upon admission to the College of Education, which typically occurs during students' fifth semester of college. Courses for students first two semesters are attended in University College, and are not reflected in the above analysis. With the exception of LLSS, each College of Education department/program includes credit hours for Teacher Preparation degrees.

Note 2: Of the 56,272 credit hours taught during FY 2012, 40.39% were taught by T/TT faculty and 34.07% by non-tenure track faculty, and 25.54% by teaching assistants. Student credit hours instructed by non-tenure and teaching assistants are primarily to undergraduate COE students. Undergraduate SCH's instructed by non-tenure track faculty are 15,072, or 79% of total non-tenure track SCH's, while undergraduate SCH's instructed by teaching assistants are 14,040, or 98%, of total teaching assistant SCH's. This indicates that non-tenured/tenure track faculty and teaching assistants are primarily responsible for teaching COE undergraduate courses. Graduate level COE courses are primarily taught by tenured/tenure track faculty.

Exhibit 9

College of Education
 Required vs. Average Actual Hours for UNM Teacher Preparation Degree Programs
 AY's 2009-10 Through 2012-13

Degree Program	AY 2009-10				AY 2010-11				AY 2011-12				AY 2012-2013			
	Required Hours	Average Actual Hours	Variance	Remedial Hours	Required Hours	Average Actual Hours	Variance	Remedial Hours	Required Hours	Average Actual Hours	Variance	Remedial Hours	Required Hours	Average Actual Hours	Variance	Remedial Hours
Elementary Education	130	151	21	5	130	151	21	5	130	151	21	6	130	150	20	7
Secondary Education	133	159	26	4	133	157	24	5	133	156	23	4	133	160	27	4
Special Education	133	163	30	7	133	155	22	6	133	157	24	5	133	156	23	4
Art Education	129	161	32	6	129	152	23	8	129	165	36	6	129	165	36	12
Early Childhood Multicultural Education	132	157	25	6	132	168	36	6	132	164	32	8	132	162	30	5
Physical Education	132	163	31	5	132	166	34	6	132	154	22	3	132	161	29	4
Average Hours	132	159	28	5	132	158	27	6	132	158	26	5	132	159	27	6

Source: UNM Office of Institutional Analytics

Note 1: For the period of AY's 2009-10 through 2012-13 COE graduates took an average of 27 credit hours above the required credit hours set by the degree program's curriculum map. Art Education and Early Childhood Multicultural Education have the greatest variance over the four-year period as Art Education and Early Childhood graduates took an average of 32 hours and 31 hours above the required amount. In addition, graduates from these degree programs took the largest number of remedial courses over the four year period. On average, COE teacher preparation graduates took between 5 and 6 remedial credits during the four-year period.

Exhibit 10

College of Education
Financial Aid* to Graduates of Teacher Prep Programs by Degree - AY 2012-13

	Number of Students	Loans	Grants				Scholarships			Work Study	Total Financial Aid	%
			TEACH	PELL	Other	Total Grants	Lottery	Other	Total Scholarships			
Art Education	4	29,414	-	23,931	5,751	29,682	34,511	5,559	40,070	-	99,165	0.94%
Early Child Multicultural Ed.	32	477,971	8,000	342,175	54,323	404,498	176,239	160,902	337,141	38,045	1,257,654	11.98%
Elementary Education	155	2,039,138	123,988	1,357,350	270,200	1,751,538	910,725	639,855	1,550,580	112,248	5,453,504	51.94%
Health Education	1	25,292	-	18,150	-	18,150	-	-	-	-	43,442	0.41%
Physical Education	5	32,599	-	55,801	7,216	63,017	47,226	9,326	56,552	5,791	157,959	1.50%
Special Education	44	834,734	17,500	456,271	81,506	555,277	265,229	170,879	436,108	58,805	1,884,923	17.95%
Secondary Education	43	699,870	144,500	240,482	37,569	422,551	245,474	209,800	455,274	24,646	1,602,341	15.26%
Totals	284	4,139,016	293,988	2,494,160	456,565	3,244,713	1,679,403	1,196,321	2,875,724	239,534	10,498,988	
	%	39.42%				30.91%			27.39%	2.28%		

Source: UNM Office of Institutional Analytics

* Includes all awards during graduate's time at UNM

Note 1: Financial aid acquired by 2012-13 COE graduates primarily consists of Loans and Grants. Loans comprise \$4,139,016 (39.42%) of total financial aid while grants, including TEACH, Pell, and other grants comprised \$3,244,713 (30.91%) of total financial aid. Scholarships make up 27.39% of financial aid received by COE graduates. The Elementary Education program has the most COE graduates with financial aid of \$5,453,504 (51.94%) during AY 2012-13.

Note 2: Of the 414 (Exhibit 1) undergraduate degrees awarded by the COE for AY 2012-13, 284 were for teacher preparation

Exhibit 11

**College of Education
Field Services Exhibit
Grant Expenditure History FYs 2007-2013**

Grant Title	Grant ID	Date of last expenditure	2007	2008	2009	2010	2011	2012	2013 ²	Grand Total
UNM/Rio Rancho Public Schools ¹	2R19T	06/30/06								\$0.00
Teacher Enhancement Program (1992) ¹	2R30E	06/30/04								\$0.00
Teacher Intern Exchange ¹	2R30F	06/30/04								\$0.00
Albuquerque Community Schools ¹	2R32V	03/16/09		\$0.00	\$9.85					\$9.85
Albuquerque Community Learning Center ³	2R32W	09/14/07		(\$1,040.49)						(\$1,040.49)
APS/UNM COE Partnership Agreement ³	2R42X	11/17/09	\$873,752.98	\$965,293.24	\$79,384.84	(\$1,744.00)				\$1,916,687.06
UNM/Belen Schools Teacher Induction ¹	2R555	03/31/05								\$0.00
CTEP/Elementary, Secondary ¹	2R707	02/28/06								\$0.00
Teacher Intern Exchange Program ¹	2R709	02/18/05								\$0.00
Teacher Enhancement Program (1992) ¹	2R718	06/30/05								\$0.00
Belen Consolidated schools Teacher ¹	2R729	07/29/05								\$0.00
APS/UNM Professional Development ¹	2R830	11/18/05								\$0.00
APS/UNM Pilot Esc Mental retardation ³	2R835	05/26/09	\$319,932.86	(\$198,646.86)	(\$882.90)					\$120,403.10
Santa Fe Intern/UNM COE Teacher	2R836	08/25/06	\$20,705.65							\$20,705.65
APS/UNM Pilot Esc Mental retardation	2R95V	10/01/09		\$489,411.66	\$96,273.03	\$8,536.22				\$594,220.91
APS/UNM Partnership 2008-09	2RA38	09/08/10			\$706,720.56	\$99,932.09	\$0.00			\$806,652.65
APS/UNM Partnership Exchange: Sec Ed	2RF84	10/06/11				\$1,046,731.64	\$380,467.39	\$2,381.39		\$1,429,580.42
			<u>\$1,214,391.49</u>	<u>\$1,255,017.55</u>	<u>\$881,505.38</u>	<u>\$1,153,455.95</u>	<u>\$380,467.39</u>	<u>\$2,381.39</u>	<u>\$0.00</u>	<u>\$4,887,219.15</u>

Note 1: Some grants were closed prior to 2007 but are listed to show past grants that contributed toward field service support.

Note 2: There were no grant expenditures after 02/29/2012; field service funding in 2013 and thereafter is through COE departmental budgets.

Note 3: Includes grant overexpenditures and error corrections transferred during grant close out process.

Exhibit 12

**College of Education
Deferred Audit Procedures
2013-29**

Availability and access to institutional data for comprehensive analysis and performance of audit procedures is a University-wide issue. The following analyses and audit procedures for Report No. 2013-29, Review of UNM College of Education Teacher Preparation Programs were deferred due to limitations in availability or delays in access to institutional data files:

1. Detailed analysis of data for transfer students.
 - High School, GPA, in-state/out of state
 - ACT/SAT score
 - GPA when accepted at COE
 - NMTA performance
2. Analysis of data for students enrolled during the Spring or Summer semesters.
 - High School, GPA, in-state/out of state
 - ACT/SAT score
 - GPA when accepted at COE
 - NMTA performance
 - Total credit hours
3. Analysis of data for Branch Campuses.
 - Courses taken (method of instruction delivery)
 - Effectiveness of instruction if possible
 - Field service experiences
 - GPA when accepted at COE
 - Total credit hours
 - NMTA performance
4. Analysis of students who have not graduated.
 - High School, GPA, in-state/out of state
 - ACT/SAT score
 - GPA when accepted at COE
 - Total credit hours
 - Transferred to other program or university
 - Student financial aid
 - Credit hours needed to graduate
5. Analysis of post-graduation employment data.
 - Comparison with Workforce Solution Department
 - Industry of employment
 - Re-enrollment in Master/terminal degree program (UNM or other)
 - Financial Aid information

Exhibit 13