



## AAQEP Annual Report for 2020

*For instructions on how to complete this report, who should complete which sections, and how to submit the final report, please refer to [this guidance document](#).*

Provider/Program Name:

End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):

### **PART I: Publicly Available Program Performance and Candidate Achievement Data**

#### **1. Overview and Context**

This overview describes the mission and context of the educator preparation provider and the programs encompassed in its AAQEP review.

Plymouth State University is a coeducational, residential university with an enrollment of approximately 3,300 undergraduate students and 800 graduate students. Education programs comprise approximately 12% of the undergraduate population. The university offers initial and advanced educator preparation programs. Plymouth State was founded in 1871 as a normal school and has evolved to a teachers' college, then to a state college and, in 2003, to a state university. Plymouth continues to examine its role as a regional university, preserving our motto "Ut prosim" -- that I may serve--and transforming to meet the ever-changing needs of students and communities. Located in the geographic center of New Hampshire, Plymouth State is the most northern of the universities in the NH University System. Though we work with school districts across the state, we take pride in serving the North Country and Lakes Region, areas of our state in which 75% of the school districts are considered

rural with an average daily attendance of <600 students. Approximately 40% of our incoming undergraduates are considered first-generation students.

Situated in a state with the lowest per capita support for higher education and the highest expected decline in the number of high school graduates in the nation, the University has reinvented itself to better meet the needs of twenty-first-century students by focusing on high impact, experiential education. PSU adopted a Cluster Model in 2016 moving from a traditional IHE model (colleges and deans) to seven integrated Clusters: Arts and Technologies; Education, Democracy and Social Change; Exploration and Discovery; Health and Human Enrichment; Innovation and Entrepreneurship; Justice and Security; and Tourism, Environment, and Sustainable Societies. Clusters are transformative learning communities that promote critical thinking, collaboration, and career preparation by valuing innovation, entrepreneurship, engaged teaching and learning, and interdisciplinary scholarship. Clusters enhance the University's existing strengths related to experiential education and create an environment with high expectations.

Vision: Plymouth State University is a visionary institution at the hub of an ever-growing creative community where students, faculty, staff, and alumni are actively transforming themselves and the region. We develop ideas and solutions for a connected world and produce society's global leaders within interdisciplinary integrated clusters, open labs, partnerships, and through entrepreneurial, innovative, and experiential learning.

Mission: Plymouth State University serves the state of New Hampshire and the world beyond by transforming our students through advanced practices where engaged learning produces well-educated undergraduates and by providing graduate education that deepens and advances knowledge and enhances professional development. With distinction, we connect with community and business partners for economic development, technological advances, healthier living, and cultural enrichment with a special commitment of service to the North Country and Lakes Region of New Hampshire.

### **Public Posting URL**

If the provider is publicly posting data from this report, that information can be found at the following URL (web address):

<https://campus.plymouth.edu/educator-preparation/office-of-educator-preparation/accreditation/>

## 2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2019-2020**

<b>Degree or Certificate</b> granted by the institution/organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> currently enrolled	<b>Number of Completers</b> in 2019-20
Art Education (UG, G)	Visual Arts Education K-12	21	2
Educator Tech Integrator (G)	Digital Learning Specialist K-12	21	7
Early Childhood Education (UG)	Early Childhood Education K-3	22	6
Elementary Education (UG, G)	Elementary Education K-6 or K-8	218	43
English Education (UG, G)	English Language Arts for Grades 5-12	36	9
Health Education (G)	Health Education K-12	5	0
Mathematics Education (UG)	Middle Level (to Alg.1/Integ 1)	2	2
Mathematics Education (UG)	Mathematics, Upper Level (Pre-Alg to AP Math)	4	1
Middle School Science	Middle School Science 5-8	1	1
Music Education (UG)	Music Education K-12	30	5
Physical Education (UG)	Physical Education K-12	23	2
Physical Education and Health Education (UG)	Physical Education, Health Education K-12	36	11
Social Studies Education (UG, G)	Social Studies Education K-12	28	11
Special Education (G)	General Special Education K-12	24	11

T.E.S.O.L (G)	English for Speakers of Other Languages (ESOL) K-12	8	4
TOTALS:		479	115

### Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Early Childhood Education and Math Education (Both Middle Level and Upper Level) will close in 2024. Both of these programs are being taught out. The Graduate Elementary Ed and Graduate Social Studies Ed programs will close in 2022. The UG TESOL dual certification is closing in 2022. The 5 Science Post- Bac programs will close in 2021.

### 3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

1. <b>Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
478
2. <b>Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
112
3. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.
14

4. **Cohort completion rates** for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.

[Direct link](#) to the sheet or view access from the website [here](#).

5. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

NH requires the Praxis II for certain licensure areas. In addition, the Elementary Education and Early Childhood Licensure both require the Foundations of Reading Test. The Praxis II is highly recommended, but not required, prior to graduation. Many graduates choose to teach in Massachusetts, which doesn’t accept the Praxis II scores. Massachusetts licensure applicants are required to pass the Massachusetts Tests for Educator Licensure (MTELS). This helps to explain why so many students choose not to complete the Praxis II. Also, the participation rate for taking the test is lower due to Covid-19. Most completers take the Praxis II during the Spring semester, and testing centers were closed due to the pandemic.

Program	N	# passed	% passed		Program	N	# passed	% passed
Art Ed.	2	1	50%		Math Ed. (7-12)	1	0	0
Early Child. Ed.	2	2	100%		Music Ed.	2	2	100%
English Ed.	6	4	67%		Physical Ed.	9	7	77.7%
Math Ed. (5-8)	2	2	100%		Social Stud. Ed.	8	7	87.5%
<b>Elementary Ed Math</b>	34	32	94%		<b>Elementary Ed Reading/L.A.</b>	34	32	94%
<b>Elem. Ed Science</b>	34	29	85%		<b>Elem. Ed Social Studies</b>	33	28	82%

Foundations of Reading: 2019-2020 completers

Program	N	# passed	Pass Rate
Elementary Education	19	15	79%
Early Childhood Education (UG)	3	2	67%

6. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Below are the data tables for the survey sent to program completers at the conclusion of the internship. The same survey is also administered to their mentor teachers. According to the data, the results show the areas for improvement are assessment strategies and classroom management. This also aligns with the administrator survey, which noted that classroom management is an important area for improvement.

This survey has been revised for the 2020-21 academic year. This survey will have similar questions to that asked of the administrators. The survey will also be deployed to the current mentor teachers at the conclusion of the internship.

Novice: 1-33; Could discuss theory Experienced: 34- 68: Could apply theory Highly Experienced: 69-100: Could differentiate theory	Intern Self-Rating	Mentor Teacher Rating
Prepared to plan curriculum and instruction based on knowledge of students, subject matter, and curriculum goals	84.7	81.9
Prepared to Individualize instruction based on the needs of diverse learners.	85.1	81
Prepared to use a repertoire of effective teaching strategies appropriate to the learner(s), content, and learning goals.	85.1	84

Prepared to promote students' active engagement in learning.	89.6	84.24
Prepared to use a variety of assessment strategies to inform instruction.	83.2	79.9
Prepared to use technology effectively to support teaching and learning	89.85	84
Prepared to uses instructional time effectively	88	84.5
Prepared to positively affect students' learning	92.3	89.9
Prepared to create a classroom community that fosters students' intellectual, social, and personal development.	91.7	88.7
Prepared to set high expectations and facilitates all students' achievement of expectations.	89.8	84.7
Prepared to use classroom management and discipline strategies to create an environment conducive to learning.	88.3	78.8
Prepared to reflect on and evaluate the effects of his/her pedagogical choices and actions on students' learning.	89.5	90.2
Prepared to reflect on and evaluates the results of student assessment and uses information to inform instruction.	88.3	87.7
Prepared to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways	88.9	83
Prepared to develop partnerships to ensure learner growth, and to advance the profession.	87.6	85.4
Prepared to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	89.2	87.7

Prepared to develop professional presentations to ensure learner growth, and to advance the profession	84.6	84.3
Prepared to adhere to school and district policies and procedures.	93.7	94.8
Prepared to demonstrate ethical behavior.	94.1	97

7. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

The annual survey to employers was sent during the Spring 2020 semester. The response rate was lower than expected; most likely due to the pandemic. Classroom Management, Working with families, Teaching Diverse Students and Teaching Students with special needs were the lowest rated criteria. Data Table shown below. The rating scale is 1 = somewhat knowledgeable, 2 = Knowledgeable, 3= very knowledgeable.

Since 2 equals knowledgeable, we are satisfied our graduates are performing at or above the expected level. The new interim director met with the Office of Institutional Research to revise this survey. We're planning to deploy a new survey in June 2021. The 2020-21 completers will be asked to complete a similar survey.

<b>Knowledge and Skills :</b>	Rating (1-3)		<b>Skills</b>	Rating (1-3)
Content/Discipline Knowledge	2.56		Classroom Management	2.31
Pedagogical Knowledge	2.5		Teaching Diverse Students	2.13
Child/Adolescent Development	2.31		Teaching Student with Special Needs	2.13
Appropriate Assessment Techniques	2.31		Using Technology in the Classroom	2.81
Working with Parents/Families	2.25			

**8. Employment (and/or more schooling) rates** for the immediate prior year’s completers, if known.

Here is the data for the 2018-19 cohort. There were 100 completers in this cohort. Currently, 56 of these students are teaching in New Hampshire. Many graduates teach in neighboring New England states; however, this data isn’t available for all states. For example, the Massachusetts data base shares the licensure information, but not the place of employment. Here is the information by each program

Program	N	# teaching in NH		Program	N	# teaching in NH
Art Ed.	8	3		Math Ed. 5-8/7-12	2	2
Digital Learn.Specialist	2	2		Music Ed.	10	5
Early Child. Ed.	4	1		Physical Ed./ PEHE	7	3
Elem. Ed	40	23		Social Stud. Ed.	6	2
English Ed.	9	5		Special Ed	11	8
* Data based on <a href="#">NH DOE Educator Search</a>				TESOL	1	0

**4. Candidate Academic Performance Indicators**

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																																																																							
Student Teacher evaluation	The student teaching evaluation is scored on a scale of 0-3 with 1= Does Not Meet target, 2= Approaching Target, 3= Target. An average score of 2 or higher is the expected performance level.	<table border="1"> <thead> <tr> <th>Program</th> <th>N</th> <th>Mentor Teacher</th> <th>Univ. Sup.</th> <th></th> <th>Program</th> <th>N</th> <th>Mentor Teacher</th> <th>Univ. Sup.</th> </tr> </thead> <tbody> <tr> <td>Art Ed.</td> <td>2</td> <td>2.81</td> <td>N/A</td> <td></td> <td>Math Ed. (5-8)/7-12</td> <td>3</td> <td>2.97</td> <td>2.96</td> </tr> <tr> <td>Digital Learn Spec.</td> <td>7</td> <td>2.95</td> <td>3.0</td> <td></td> <td>Music Ed.</td> <td>5</td> <td>2.85</td> <td>2.47</td> </tr> <tr> <td>Early Child. Ed.</td> <td>6</td> <td>2.96</td> <td>N/A</td> <td></td> <td>Physical Ed.</td> <td>13</td> <td>2.78</td> <td>2.79</td> </tr> <tr> <td>Elem. Ed</td> <td>43</td> <td>2.9</td> <td>N/A</td> <td></td> <td>Social Stud.. Ed</td> <td>11</td> <td>2.83</td> <td>2.97</td> </tr> <tr> <td>English Ed.</td> <td>9</td> <td>2.85</td> <td>2.9</td> <td></td> <td>Special Ed</td> <td>11</td> <td>2.96</td> <td>2.91</td> </tr> <tr> <td>Health Ed</td> <td>11</td> <td>2.75</td> <td>2.77</td> <td></td> <td>TESOL</td> <td>1</td> <td>-</td> <td>-</td> </tr> </tbody> </table>									Program	N	Mentor Teacher	Univ. Sup.		Program	N	Mentor Teacher	Univ. Sup.	Art Ed.	2	2.81	N/A		Math Ed. (5-8)/7-12	3	2.97	2.96	Digital Learn Spec.	7	2.95	3.0		Music Ed.	5	2.85	2.47	Early Child. Ed.	6	2.96	N/A		Physical Ed.	13	2.78	2.79	Elem. Ed	43	2.9	N/A		Social Stud.. Ed	11	2.83	2.97	English Ed.	9	2.85	2.9		Special Ed	11	2.96	2.91	Health Ed	11	2.75	2.77		TESOL	1	-	-
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NH TCAP	<a href="#">TCAP stands for Teacher Candidate Assessment of Performance</a> , an acronym created by institutes of higher education in New Hampshire who have collaborated to develop a common capstone experience for all teacher candidates in the state. Every teacher candidate seeking certification from an accredited institution in New Hampshire will participate in TCAP at the end of their certification program. The	<p>Due to the Pandemic, the TCAP expectations were altered for some programs during the Spring 2020 semester. The data table below is for the Fall 2019 semester and some of the Spring 2020 interns.</p> <table border="1"> <thead> <tr> <th>Program</th> <th>N</th> <th>TCAP scoring</th> <th></th> <th>Program</th> <th>N</th> <th>TCAP scoring</th> </tr> </thead> <tbody> <tr> <td>Early Child. Ed.</td> <td>6</td> <td>28.68</td> <td></td> <td>Music Ed.</td> <td>5</td> <td>38.25</td> </tr> <tr> <td>Elem. Ed</td> <td>22</td> <td>30.68</td> <td></td> <td>Physical Ed.</td> <td>1</td> <td>31</td> </tr> <tr> <td>English Ed.</td> <td>1</td> <td>37</td> <td></td> <td>Social Stud. Ed</td> <td>4</td> <td>29.25</td> </tr> </tbody> </table>									Program	N	TCAP scoring		Program	N	TCAP scoring	Early Child. Ed.	6	28.68		Music Ed.	5	38.25	Elem. Ed	22	30.68		Physical Ed.	1	31	English Ed.	1	37		Social Stud. Ed	4	29.25																																			
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**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Survey of Program Completers	We expect that graduates will rate themselves as a 70 or higher across the criteria. Based on your coursework and experiences, how well were you prepared to do the following...”	Please refer to question #3, table 2, section 6 above. (This survey is being revised for the current academic year.)
Survey of Mentor Teachers	Mentor Teachers were asked the same survey questions as the program completers. We	Please refer to question #3, table 2, section 6 above.

	expect the mentors to rate a 70 or higher across the criteria.	(This survey is being revised for the current academic year.)
Survey of Administrators	We expect the employers to rate our graduates at least a 2 (Knowledgeable) or higher. The rating scale is 1 = somewhat knowledgeable, 2 = Knowledgeable, 3= very knowledgeable.	Please refer to question #3, table 2, section 7 above. (This survey is being revised for the current academic year.)

## 5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.