



AAQEP Annual Report for 2022

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|--|---------------------------|
| Provider/Program Name: | Plymouth State University |
| End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited): | June 2026 |

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 included 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’s Integrated Cluster Model provides our diverse community of students, staff, and faculty an integrated environment in which we take educational risks as we explore new ideas, improve upon the ideas of others, and engage in meaningful work that connects and positively impacts all of New Hampshire, the nation, and the world.

Mission :Through our philosophy of Ut Prosim (that I may serve) and our Integrated Cluster Model, Plymouth State enables students to connect their academic and extra-curricular interests with real-world projects, global challenges, and diverse cultures while fostering personal growth from their first days on campus until long after graduation as engaged alumni.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

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

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022

| Degree or Certificate granted by the institution or organization | State Certificate, License, Endorsement, or Other Credential | Number of Candidates enrolled in most recently completed academic year (12 months ending 08/22) | Number of Completers in most recently completed academic year (12 months ending 08/22) |
|--|--|---|--|
|--|--|---|--|

| <i>Programs that lead to initial teaching credentials</i> | | | |
|--|---|-----|-----|
| Art Education (UG, G) | Visual Arts Education K-12 | 19 | 4 |
| Educator Tech Integrator (G) | Digital Learning Specialist K-12 | 11 | 6 |
| Early Childhood Education (UG) | Early Childhood Education K-3 | 5 | 4 |
| Elementary Education (UG, G) | Elementary Education K-6 or K-8 | 124 | 46 |
| English Education (UG, G) | English Language Arts for Grades 5-12 | 21 | 11 |
| Health Education (G) | Health Education K-12 | 5 | 3 |
| Mathematics Education (UG) | Mathematics, Upper Level (Pre-Alg to AP Math) | 2 | 1 |
| Music Education (UG) | Music Education K-12 | 20 | 9 |
| Physical Education (UG) | Physical Education K-12 | 17 | 1 |
| Physical Education and Health Education (UG) | Physical Education, Health Education K-12 | 33 | 4 |
| Social Studies Education (UG, G) | Social Studies Education K-12 | 47 | 1 |
| Special Education (G) | General Special Education K-12 | 27 | 9 |
| T.E.S.O.L. (G) | English for Speakers of Other Languages (ESOL) K-12 | 7 | 1 |
| Total for programs that lead to initial credentials | | 338 | 100 |
| <i>Programs that lead to additional or advanced credentials for already-licensed educators</i> | | | |
| | | | |
| Total for programs that lead to additional/advanced credentials | | | |
| <i>Programs that lead to credentials for other school professionals or to no specific credential</i> | | | |
| | | | |

| | | |
|---|-----|-----|
| Total for additional programs | | |
| TOTAL enrollment and productivity for all programs | 338 | 100 |
| Unduplicated total of all program candidates and completers | 338 | 99 |

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.)

The Middle School Science and the Middle School Mathematics programs no longer have students enrolled in the programs.

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

| |
|---|
| A. Total enrollment 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. |
| 338 |
| B. Total number of unique completers (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. |
| 99 |
| C. Number of recommendations for certificate, license, or endorsement included in Table 1. |
| 13 |
| D. 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. |
| Will post publicly here: https://campus.plymouth.edu/educator-preparation/national-accreditation/ |

E. 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%.

| Program | N | # passed | % passed | | Program | N | # passed | % passed |
|----------------------------------|----------|-----------------|-----------------|--|---|----------|-----------------|-----------------|
| Art Ed. | 2 | 2 | 100 | | Math Ed. (7-12) | 1 | 1 | 100% |
| Early Child. Ed. | 3 | 3 | 100 | | Music Ed. | 8 | 7 | 88% |
| English Ed. | 6 | 5 | 83% | | Physical Ed. | 3 | 3 | 100% |
| Math Ed. (5-8) | N/A | N/A | N/A | | Social Stud. Ed. | 1 | 1 | 100% |
| Elementary Ed Math | 33 | 26 | 79% | | Elementary Ed Reading/L.A. | 30 | 27 | 90% |
| Elementary Ed Science | 31 | 28 | 90% | | Elementary Ed Social Studies | 33 | 23 | 70% |

Foundations of Reading Test:

| Program | N | # passed | Pass Rate |
|--------------------------------|----------|-----------------|------------------|
| Elementary Education | 32 | 23 | 72% |
| Early Childhood Education (UG) | 3 | 3 | 100% |

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

The Alumni survey was not deployed for this academic year.

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

The Holmes Center met with multiple superintendents and principals from partner K-12 schools to learn more about the success and challenges of recent graduates employed in their schools. Feedback focused on the continued importance of clinical experiences in preparing educators. Due to the NH educator shortage, administrators focused the conversation instead on strengthening the educator pipeline and encouraging a higher percentage of program completers to teach in New Hampshire.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

We use the NH DOE educator search. We just started using the educator search for the other 4 New England states. Maine doesn't publicize the information. We also survey recent completers if they plan to attend graduate school.

There were 99 unique program completers for the 2021-2022 academic year. Approximately 70% have either earned their NH Beginner Educator Licensure, working elsewhere in New England or pursuing graduate school. There may be other students employed outside of New England.

| Number of Completers | # w/ NH Beginner Educator Licensure | # working in NH schools | # working elsewhere in New England | Graduate School |
|----------------------|-------------------------------------|-------------------------|------------------------------------|-----------------|
| 99 | 53 (54%) | 51 (52%) | 11 (11%) | 6 (6%) |

Here is the program specific break down by licensure area:

| Program | # of Completers | # w/ NH BEL | % w/NH BEL | # Teaching in NH | % Teaching in NH | Teaching Out of state (Confirmed) | Graduate Study |
|-----------------------------|------------------------|--------------------|-------------------|-------------------------|-------------------------|--|-----------------------|
| Art Education | 4 | 3 | 75% | 3 | 75% | N/A | 1 |
| Early Childhood Education | 4 | 3 | 75% | 2 | 50% | N/A | N/A |
| Elementary Education | 46 | 18 | 40% | 18 | 40% | 7 | 4 |
| English Education | 11 | 4 | 37% | 4 | 37% | 1 | N/A |
| Health Education | 3 | 2 | 66% | 2 | 66% | N/A | N/A |
| Math Education 7-12 | 1 | 1 | 100% | 1 | 100% | N/A | N/A |
| Music Education | 9 | 8 | 89% | 7 | 78% | N/A | N/A |
| Physical Ed | 1 | N/A | N/A | N/A | N/A | N/A | N/A |
| Physical Ed. & Health Ed. | 4 | 3 | 75% | 3 | 75% | 1 | N/A |
| Social Studies Education | 1 | N/A | N/A | N/A | N/A | N/A | 1 |
| Special Education | 9 | 7 | 78% | 5 | 56% | 2 | N/A |
| Digital Learning Specialist | 6 | 4 | 66% | 3 | 50% | N/A | N/A |

| | | | | | | | |
|-------|----|----|-----|----|-----|----|---|
| Total | 99 | 53 | 54% | 51 | 52% | 11 | 6 |
|-------|----|----|-----|----|-----|----|---|

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 | | | | | | | |
|----------------------------|---|---|----|----------------|------------|---------------------|--------------|----------------|------------|
| | | Program | N | Mentor Teacher | Univ. Sup. | Program | N | Mentor Teacher | Univ. Sup. |
| 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. | Art Ed. | 4 | 2.96 | 2.91 | Math Ed. (5-8)/7-12 | 1 | 2.93 | 2.95 |
| | | Digital Learn Spec. | 6 | 2.9 | 2.9 | Music Ed. | 9 | 2.82 | 2.84 |
| | | Early Child. Ed. | 4 | 3.0 | 2.96 | Physical Ed. | 5 | 2.67 | 2.67 |
| | | Elem. Ed | 46 | 2.91 | 2.74 | Social Stud. Ed | 1 | 3.0 | 3.0 |
| | | English Ed | 11 | 2.89 | 2.89 | Special Ed | 9 | 2.95 | 2.9 |
| | | Health Ed | 7 | 2.86 | 2.83 | | | | |
| | | | | | | | | | |
| NH TCAP | TCAP stands for Teacher Candidate Assessment of Performance , an acronym created by | Program | N | TCAP scoring | Program | N | TCAP scoring | | |
| | | Art Ed. | 4 | 46 | Music Ed. | 9 | 44.1 | | |

| | <p>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 total score is a 48; a score of 24 or higher is acceptable.</p> | <table border="1"> <tr> <td>Elem. Ed.</td> <td>46</td> <td>29.91</td> <td></td> <td></td> <td>Physical Ed.</td> <td>5</td> <td>37</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Social Stud. Ed.</td> <td>1</td> <td>44</td> <td></td> <td></td> <td></td> </tr> <tr> <td>English Ed.</td> <td>11</td> <td>40</td> <td></td> <td></td> <td>Special Ed.</td> <td>9</td> <td>32.7</td> <td></td> <td></td> <td></td> </tr> </table> | | | | | | | | | | Elem. Ed. | 46 | 29.91 | | | Physical Ed. | 5 | 37 | | | | | | | | | Social Stud. Ed. | 1 | 44 | | | | English Ed. | 11 | 40 | | | Special Ed. | 9 | 32.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------|---|--|----------|--|-------------------------------------|----|----------|----------|--|--|--|-----------|----|----------|----------|--|--------------|---|----------|----------|---------|---|---|-----|--|-----------------|---|------------------|------|------------------|---|---|-----|-------------|-----------|----|---|-----|-------------|---|------|-----|--|--------------|---|---|------|----------------|-----|-----|-----|--|------------------|---|---|------|---------------------------|----|----|-----|--|-----------------------------------|----|----|-----|------------------------------|----|----|-----|--|-------------------------------------|----|----|-----|
| Elem. Ed. | 46 | 29.91 | | | Physical Ed. | 5 | 37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | Social Stud. Ed. | 1 | 44 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Ed. | 11 | 40 | | | Special Ed. | 9 | 32.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Praxis 2</p> | <p>NH requires the Praxis II for certain licensure areas. The Praxis II is highly recommended, but not required, prior to graduation. Most completers take the Praxis II during the Spring semester.</p> | <table border="1"> <thead> <tr> <th>Program</th> <th>N</th> <th># passed</th> <th>% passed</th> <th></th> <th>Program</th> <th>N</th> <th># passed</th> <th>% passed</th> </tr> </thead> <tbody> <tr> <td>Art Ed.</td> <td>2</td> <td>2</td> <td>100</td> <td></td> <td>Math Ed. (7-12)</td> <td>1</td> <td>1</td> <td>100%</td> </tr> <tr> <td>Early Child. Ed.</td> <td>3</td> <td>3</td> <td>100</td> <td></td> <td>Music Ed.</td> <td>8</td> <td>7</td> <td>88%</td> </tr> <tr> <td>English Ed.</td> <td>6</td> <td>5</td> <td>83%</td> <td></td> <td>Physical Ed.</td> <td>3</td> <td>3</td> <td>100%</td> </tr> <tr> <td>Math Ed. (5-8)</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td></td> <td>Social Stud. Ed.</td> <td>1</td> <td>1</td> <td>100%</td> </tr> <tr> <td>Elementary Ed Math</td> <td>33</td> <td>26</td> <td>79%</td> <td></td> <td>Elementary Ed Reading/L.A.</td> <td>30</td> <td>27</td> <td>90%</td> </tr> <tr> <td>Elementary Ed Science</td> <td>31</td> <td>28</td> <td>90%</td> <td></td> <td>Elementary Ed Social Studies</td> <td>33</td> <td>23</td> <td>70%</td> </tr> </tbody> </table> | | | | | | | | | | Program | N | # passed | % passed | | Program | N | # passed | % passed | Art Ed. | 2 | 2 | 100 | | Math Ed. (7-12) | 1 | 1 | 100% | Early Child. Ed. | 3 | 3 | 100 | | Music Ed. | 8 | 7 | 88% | English Ed. | 6 | 5 | 83% | | Physical Ed. | 3 | 3 | 100% | Math Ed. (5-8) | N/A | N/A | N/A | | Social Stud. Ed. | 1 | 1 | 100% | Elementary Ed Math | 33 | 26 | 79% | | Elementary Ed Reading/L.A. | 30 | 27 | 90% | Elementary Ed Science | 31 | 28 | 90% | | Elementary Ed Social Studies | 33 | 23 | 70% |
| Program | N | # passed | % passed | | Program | N | # passed | % passed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Art Ed. | 2 | 2 | 100 | | Math Ed. (7-12) | 1 | 1 | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Early Child. Ed. | 3 | 3 | 100 | | Music Ed. | 8 | 7 | 88% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Ed. | 6 | 5 | 83% | | Physical Ed. | 3 | 3 | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math Ed. (5-8) | N/A | N/A | N/A | | Social Stud. Ed. | 1 | 1 | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elementary Ed Math | 33 | 26 | 79% | | Elementary Ed Reading/L.A. | 30 | 27 | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elementary Ed Science | 31 | 28 | 90% | | Elementary Ed Social Studies | 33 | 23 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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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 | | | |
|--|---|---|------------|--|--------------------------------------|
| | | | Completers | # teaching in NH at time of previous annual report | # currently teaching in NH (12/2022) |
| Completer employment in New Hampshire: 1 and 2 years later | Using the NH DOE educator search, reviewed how many of the recent completers are still teaching in NH 1 or 2 years later. | | | | |
| | | 2019-2020 cohort | 112 | 56 | 49 |
| | | 2020-2021 cohort | 99 | 44 | 40 |
| | | | | | |
| The Alumni survey was not deployed for this academic year. | | | | | |
| | | | | | |
| | | | | | |

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

We partnered with the Littleton School District to launch a 3 [year Residency program](#). The first cohort began in June, 2022. Six students are earning their MEd in Special Education while working in this rural school district. The six students selected for the program earned a full scholarship, housing and a \$10,000 stipend.

We are continuing to partner with K-12 schools in the Lakes Region and North Country of New Hampshire. We anticipate more collaborations during the 2022-2023 academic year.