AAQEP Annual Report for 2021

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 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'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 of AAQEP must post at least Part I):

https://campus.plymouth.edu/educator-preparation/national-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 2020-2021

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Completers in 2020-21
Art Education (UG, G)	Visual Arts Education K-12	28	8
Educator Tech Integrator (G)	Digital Learning Specialist K-12	13	8
Early Childhood Education (UG)	Early Childhood Education K-3	18	8
Elementary Education (UG, G)	Elementary Education K-6 or K-8	188	35
English Education (UG, G)	English Language Arts for Grades 5-12	39	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	31	3
Physical Education (UG)	Physical Education K-12	24	2
Physical Education and Health Education (UG)	Physical Education, Health Education K-12	41	8
Social Studies Education (UG, G)	Social Studies Education K-12	24	2
Special Education (G)	General Special Education K-12	20	8

T.E.S.O.L. (G)	English for Speakers of Other Languages (ESOL) K-12	8	4
	Totals:	446	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 Early Childhood Education and Math Education licensure areas close in 2023.

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. **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.
446
2. **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
3. **Number of recommendations** 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.

Data posted publicly here: https://campus.plymouth.edu/educator-preparation/wp-content/uploads/sites/86/2022/05/2021-TPPgradRates.pdf

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.
Praxis II test

Program	N	# passed	% passed		Program	N	# passed	% passed
Art Ed.	7	7	100%		Math Ed. (7-12)	1	1	100%
Early Child. Ed.	3	3	100%		Music Ed.	3	2	66.6%
English Ed.	8	7	87.5%		Physical Ed.	7	5	71.4%
Math Ed. (5-8)	2	2	100%		Social Stud. Ed.	2	0	0%
Elementary Ed Math	26	23	88.4%		**Elementary Ed** Reading/L.A.	27	22	81.4%
Elementary Ed Science	28	22	78.5%		**Elementary Ed** Social Studies	27	21	77.7%

Foundations of Reading Test:

Program	N	# passed	Pass Rate
Elementary Education	24	18	75%
Early Childhood Education (UG)	4	3	75%

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

The Alumni survey was not deployed for the 2020-21 academic year.

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

The annual survey to employers was not sent during the 2020-2021 academic year. Our focus was on supporting K-12 schools during this challenging academic year. We met regularly with school administrators and attended a monthly meeting with local superintendents.

8. 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.

Program	# of Completers	# with NH Licensure	% with NH Licensure	# Teaching in NH	% Teaching in NH
Art Education (UG, G)	8	7	87.5%	6	75%
Early Childhood Education (UG)	8	2	25%	2	25%
Elementary Education (UG, G)	35	12	33.3%	8	22.2%
English Education (UG, G)	9	5		4	
Math Education (UG)	3	3	100%	3	100%

Music Education (UG)	3	1	33.3%	1	33.3%
Physical Education & Health Education (UG)	10	6	60%	4	40%
Social Studies Education (UG)	2	0	0%	0	0%
General Special Education (UG)	8	7	87.5%	4	50%
Digital Learning Specialist (G)	7	7	100%	6	85.7%
TESOL (G)	5	5	100%	5	100%
Postbac Sciences 5-8 (G)	1	1	100%	1	100%

Here is the data for the 2020-21 cohort. There were 99 completers in this cohort. Currently, 44 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. Column 5 displays the number of program completers teaching in NH, according to the NHDOE Educator Search.

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.	8	2.99	2.84		Math Ed. (5-8)/7-12	3	2.84	2.91
		Digital Learn Spec.	8	2.99	2.99		Music Ed.	3	2.73	2.95
		Early Child. Ed.	8	2.96	2.9		Physical Ed.	10	2.79	2.9
		Elem. Ed	35	2.90	N/A		Social Stud. Ed	2	3	3
		English Ed.	9	2.87	2.96		Special Ed	8	2.7	2.72
		Health Ed	8	2.96	2.91		TESOL	4	2.94	3

NH TCAP

TCAP stands for Teacher Candidate Assessment of Performance, 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 total score is a 48; a score of 24 or higher is acceptable.

Program	N	TCAP scoring		Program	N	TCAP scoring
Art Ed.	8	42.13		Music Ed.	3	45
Early Child. Ed.	8	28		Physical Ed.	10	37.45
Elem. Ed.	35	29.71		Social Stud. Ed.	2	44
English Ed.	9	35		Special Ed.	8	31
Math Ed.	3	34				

Praxis 2	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.	Program	N	# passed	% passed		Program	N	# passed	% passed
		Art Ed.	7	7	100%		Math Ed. (7-12)	1	1	100%
		Early Child. Ed.	3	3	100%		Music Ed.	3	2	66.6%
		English Ed.	8	7	87.5%		Physical Ed.	7	5	71.4%
		Math Ed. (5-8)	2	2	100%		Social Stud. Ed.	2	0	0%
		Elem. Ed. Math	26	23	88.4%		**Elem. Ed.** Reading/L.A.	27	22	81.4%
		Elem. Ed. Science	28	22	78.5%		**Elem. Ed.** Social Studies	27	21	77.7%

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
Data will be available for the 2022 annual report.		

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.

The 2020-2021 Academic Year was challenging. A big success was keeping students in internships during the "covid year" and working closely with schools to maintain health and safety protocols

Plymouth State is focused on supporting K-12 school partners in the Lakes Region and throughout the North Country. We're partnering on Clinical experiences opportunities for current students and Professional Development opportunities for current teachers early in their careers. We want to strengthen the teacher pipeline for K-12 schools in New Hampshire.