



AAQEP Annual Report for 2023

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://www.plymouth.edu/educator-preparation/accreditation/aqep-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 2022-2023

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	3	3
Digital Learning Specialist	Digital Learning Specialist K-12	3	3
Early Childhood Education (UG)	Early Childhood Education K-3	0	4
Elementary Education (UG, G)	Elementary Education K-6 or K-8	121	33
English Education (UG, G)	English Language Arts for Grades 5-12	18	3
Health Education (G)	Health Education K-12	2	1
Mathematics Education (UG)	Mathematics, Upper Level (Pre-Alg to AP Math)	0	1
Music Education (UG)	Music Education K-12	15	6
Physical Education (UG)	Physical Education K-12	23	2
Physical Education and Health Education (UG)	Physical Education, Health Education K-12	36	3
Social Studies Education (UG, G)	Social Studies Education K-12	43	2

Special Education (G)	General Special Education K-12	15	13
T.E.S.O.L. (G)	English for Speakers of Other Languages (ESOL) K-12	4	1
Total for programs that lead to initial credentials		283	75
<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		283	75
Unduplicated total of all program candidates and completers		283	75

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 N-3; Math Education 5-8/7-12
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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.								
283								
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.								
75								
C. Number of recommendations for certificate, license, or endorsement included in Table 1.								
12								
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.								
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.	3	3	100%		Math Ed. (7-12)	1	1	100%
Early Child. Ed.	3	2	67%		Music Ed.	3	3	100%
English Ed.	2	2	100%		Physical Ed.	3	3	100%
Math Ed. (5-8)	0	0	N/A		Social Stud. Ed.	2	2	100%

Elementary Ed Math	27	25	93%		Elementary Ed Reading/L.A.	27	25	93%
Elementary Ed Science	27	23	85%		Elementary Ed Social Studies	27	23	85%

Foundations of Reading Test:

Program	N	# passed	Pass Rate
Elementary Education	22	21	95%
Early Childhood Education (UG)	1	1	100%

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

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

The Holmes Center attends the monthly regional superintendent meetings. We continue to meet with local superintendents to learn about the successes and challenges of recent graduates. Due to the continued NH educator shortage and high housing costs, administrators continue to focus the conversation on encouraging a higher percentage of program completers to stay and 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 75 unique program completers for the 2022-2023 academic year. Approximately 85% 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
75	45	39	11	8

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	3	2	67%	2	67%	1	0
Early Childhood Education	4	1	25%	0	0%	0	2
Elementary Education	33	18	55%	15	45%	3	4
English Education	3	2	67%	1	33%	1	0
Health Education	1	1	100%	1	100%	0	0
Math Education 7-12	1	1	100%	1	100%	2	0
Music Education	6	2	33%	1	17%	2	2
Physical Ed	2	1	50%	1	50%	0	0
Physical Ed. & Health Ed.	3	2	67%	2	66%	0	0
Social Studies Education	2	0	0%	0	0%	0	0
Special Education	13	11	85%	11	85%	2	0
Digital Learning Specialist	3	3	100%	3	100%	0	0
TESOL	1	1	100%	1	100%	0	0
Total	75	45	60%	39	52%	11	8

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.	3	2.85	2.80		Math Ed. (5-8)/7-12	1	3.00	3.00	
		Digital Learn Spec.	3	3.00	2.97		Music Ed.	5	2.84	2.82	
		Early Child. Ed.	4	2.60	2.55		Physical Ed.	5	2.67	2.65	
		Elem. Ed	32	2.91	2.90		Social Stud. Ed	2	2.64	2.10	
		English Ed	4	2.96	2.97		Special Ed	13	2.87	2.90	
		Health Ed	3	2.96	2.97						
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	Program	N	TCAP scoring			Program	N	TCAP scoring		
		Art Ed.	3	39.50			Music Ed.	5	43.60		
		Elem. Ed.	32	30.81			Physical Ed.	5	40.75		
							Social Stud. Ed.	2	31.50		
		English Ed.	4	42.00			Special Ed.	13	33.50		

	<p>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>										
Praxis 2	<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>	Program	N	# passed	% passed		Program	N	# passed	% passed	
		Art Ed.	3	3	100%		Math Ed. (7-12)	1	1	100%	
		Early Child. Ed.	3	2	67%		Music Ed.	3	3	100%	
		English Ed.	2	2	100%		Physical Ed.	3	3	100%	
		Math Ed. (5-8)	0	0	N/A		Social Stud. Ed.	2	2	100%	
		Elementary Ed Math	27	25	93%		Elementary Ed Reading/L.A.	27	25	93%	
		Elementary Ed Science	27	23	85%		Elementary Ed Social Studies	27	23	85%	

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			
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.		Completers	# teaching in NH at time of previous annual report	# currently teaching in NH (12/2023)
		2019-2020 cohort	112	56	51
		2020-2021 cohort	99	44	43
		2021-2022 cohort	99	51	52
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're focused on partnering with local school districts to address the educator shortage. Two examples of this work are our current partnerships with the Littleton school district and the Franklin school district. We partnered with the Littleton School District to launch the first cohort of the Littleton Residency program. The first cohort graduated in June 2023. The six students selected earned a full scholarship, housing and a \$10,000 stipend. We also partnered with the Franklin school district to provide on-site professional development and graduate courses for current educators. We also partnered with the Lakes Region Curriculum and Assessment group to host conferences for current educators on site at PSU.

