



AAQEP Annual Report for 2024

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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://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 2023-2024

| 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 08/24) | Number of Completers in most recently completed academic year (12 months ending 08/24) |
|---|---|--|---|
| <i>Programs that lead to initial teaching credentials</i> | | | |
| Art Education (UG, G) | Visual Arts Education K-12 | 34 | 4 |
| Early Childhood Education (UG) | Early Childhood Education K-3 | 0 | 0 |
| Elementary Education (UG, G) | Elementary Education K-6 or K-8 | 139 | 20 |
| English Education (UG, G) | English Language Arts for Grades 5-12 | 24 | 4 |
| Mathematics Education (UG) | Mathematics, Upper Level (Pre-Alg to AP Math) | 0 | 1 |
| Music Education (UG) | Music Education K-12 | 19 | 4 |
| Physical Education (UG) | Physical Education K-12 | 10 | 3 |
| Physical Education and Health Education (UG) | Physical Education, Health Education K-12 | 30 | 9 |
| Social Studies Education (UG, G) | Social Studies Education K-12 | 29 | 8 |
| Special Education (G) | General Special Education K-12 | 0 | 1 |
| T.E.S.O.L. (G) | English for Speakers of Other Languages (ESOL) K-12 | 1 | 3 |
| Total for programs that lead to initial credentials | | 288 | 57 |
| <i>Programs that lead to additional or advanced credentials for already-licensed educators</i> | | | |
| Special Education | General Special Education | 20 | 9 |

| | | | |
|---|----------------------------------|----|----|
| Health Education (G) | Health Education K-12 | 4 | 0 |
| Digital Learning Specialist | Digital Learning Specialist K-12 | 8 | 4 |
| Total for programs that lead to additional/advanced credentials | | 32 | 13 |
| <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 | | | |
| Unduplicated total of all program candidates and completers | | | |

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.)

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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

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|---|
| 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. |
| 320 |
| 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. |
| 70 |

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 | # | # Passed | % Passed | | Program | # | # Passed | % Passed |
|------------------------|----|----------|----------|--|-------------------------------|----|----------|----------|
| Art Ed. | 4 | 3 | 75% | | Physical Ed. | 9 | 8 | 89% |
| English Ed. | 2 | 2 | 100% | | Social Studies Ed. | 6 | 6 | 100% |
| Music Ed | 2 | 2 | 100% | | | | | |
| | | | | | | | | |
| Elementary Ed. Math | 13 | 11 | 89% | | Elementary Ed. Reading/L.A. | 15 | 12 | 80% |
| Elementary Ed. Science | 14 | 10 | 71% | | Elementary Ed. Social Studies | 13 | 10 | 77% |

Foundations of Reading Test:

| Program | # | # Passed | % Passed |
|----------------------|----|----------|----------|
| Elementary Education | 10 | 9 | 90% |

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

In AY2023-24, at the final internship seminar for each semester, we conducted completer surveys. The survey focused on students’ growth as educators, namely their ability to enter a classroom as the teacher and perform tasks with confidence. We used a five-

point Likert scale and sixteen competencies of teaching. 41 students completed the survey (% of completers). Most items were answered as completely confident or very confident (reflected in percentages below).

Plan stimulating lessons (100%)

Make decisions about teaching based on classroom evidence (100%)

Create learning experiences that make the objective/s meaningful for students (97.6%)

Make teaching decisions based on the results of pupil assessments (95.1%)

Apply knowledge of learner development and how students learn (95.1%)

Use educational technology as a learning tool (90.2%)

Select effective approaches to guide student thinking and learning (100%)

Know ways to diversify lessons to meet the needs and individual differences of all students (92.7%)

Motivate students to participate in academic tasks (90.2%)

Select and use appropriate classroom management strategies (95.2%)

Seek and use feedback from colleagues (95.1%)

Handle uncertainty for problems by posing questions and seeking the best solution based on evidence (92.7%)

Apply recent research in education (83%)

Teach problem solving, conceptual understanding and other aspects of higher-order thinking (95.1%)

Know what process to follow if I believe a student in my class has a disability that has not been identified yet (82.9%)

Interpret and use standardized test results (92.7%)

The data provide positive evidence that students are leaving their programs seeing themselves prepared to go into the classroom.

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 70 unique program completers for the 2023-2024 academic year. Approximately 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.

| # of Completers | # w/ NH Beginner Educator Licensure | # Working in NH Schools | # Working Elsewhere in New England | Graduate School |
|-----------------|-------------------------------------|-------------------------|------------------------------------|-----------------|
| 70 | | | | |

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 | 2 | 50 | 2 | 50 | N/A | N/A |
| Elementary Education | 20 | 10 | 50 | 8 | 40 | n/a | |
| English Education | 4 | 3 | 75 | 2 | 50 | N/A | N/A |
| Health Education (Grad only) | - | - | - | - | - | - | - |
| Music Education | 4 | 1 | 25 | 1 | 25% | N/A | N/A |
| Physical Education | 3 | 2 | 66 | 2 | 66 | | |
| Physical & Health Education | 9 | 6 | 66 | 4 | 45 | n/A | 2 |
| Social Studies Education | 8 | 7 | 88 | 6 | 75% | N/A | 1 |
| Special Education | 10 | 9 | 90% | 8 | 80% | N/A | N/A |

| | | | | | | | |
|-----------------------------|---|---|-----|---|------|-----|-----|
| | | | | | | | |
| Digital Learning Specialist | 4 | 4 | 100 | 4 | 4 | N/A | N/A |
| TESOL | 3 | 2 | 67 | 3 | 100% | N/A | N/A |
| Total | | | | | | | |

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 | Art Ed. | 4 | 2.72 | 2.99 | Music Ed | 4 | 2.67 | 2.94 |
| | | Digital Learn Spec. | 4 | | | Physical Ed. | 12 | 2.82 | 2.77 |
| | | Elem. Ed | 20 | 2.87 | 2.90 | Social Stud. Ed | 8 | 2.80 | 2.90 |
| | | English Ed | 4 | 2.94 | 2.96 | Special Ed | 10 | 2.92 | 2.93 |
| | | Health Ed | 9 | 2.89 | 2.88 | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

| | performance level. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------|--|---|--|------------------|----|------------|--|--|---------|---|------------|--|---------|---|------------|---------|---|----|--|-----------|---|----|-----------|----|-------|--|--------------|----|----|--|--|--|--|------------------|---|----|-------------|---|----|--|-------------|----|----|
| NH TCAP | <p>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.</p> | <table border="1"> <thead> <tr> <th data-bbox="688 310 863 391">Program</th> <th data-bbox="863 310 932 391">N</th> <th data-bbox="932 310 1142 391">TCAP score</th> <th data-bbox="1142 310 1226 391"></th> <th data-bbox="1226 310 1488 391">Program</th> <th data-bbox="1488 310 1572 391">N</th> <th data-bbox="1572 310 1692 391">TCAP score</th> </tr> </thead> <tbody> <tr> <td data-bbox="688 391 863 435">Art Ed.</td> <td data-bbox="863 391 932 435">4</td> <td data-bbox="932 391 1142 435">46</td> <td data-bbox="1142 391 1226 435"></td> <td data-bbox="1226 391 1488 435">Music Ed.</td> <td data-bbox="1488 391 1572 435">5</td> <td data-bbox="1572 391 1692 435">33</td> </tr> <tr> <td data-bbox="688 435 863 521">Elem. Ed.</td> <td data-bbox="863 435 932 521">20</td> <td data-bbox="932 435 1142 521">31.91</td> <td data-bbox="1142 435 1226 521"></td> <td data-bbox="1226 435 1488 521">Physical Ed.</td> <td data-bbox="1488 435 1572 521">12</td> <td data-bbox="1572 435 1692 521">35</td> </tr> <tr> <td data-bbox="688 521 863 565"></td> <td data-bbox="863 521 932 565"></td> <td data-bbox="932 521 1142 565"></td> <td data-bbox="1142 521 1226 565"></td> <td data-bbox="1226 521 1488 565">Social Stud. Ed.</td> <td data-bbox="1488 521 1572 565">8</td> <td data-bbox="1572 521 1692 565">39</td> </tr> <tr> <td data-bbox="688 565 863 634">English Ed.</td> <td data-bbox="863 565 932 634">4</td> <td data-bbox="932 565 1142 634">43</td> <td data-bbox="1142 565 1226 634"></td> <td data-bbox="1226 565 1488 634">Special Ed.</td> <td data-bbox="1488 565 1572 634">10</td> <td data-bbox="1572 565 1692 634">34</td> </tr> </tbody> </table> | | | | | | | Program | N | TCAP score | | Program | N | TCAP score | Art Ed. | 4 | 46 | | Music Ed. | 5 | 33 | Elem. Ed. | 20 | 31.91 | | Physical Ed. | 12 | 35 | | | | | Social Stud. Ed. | 8 | 39 | English Ed. | 4 | 43 | | Special Ed. | 10 | 34 |
| Program | N | TCAP score | | Program | N | TCAP score | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Art Ed. | 4 | 46 | | Music Ed. | 5 | 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elem. Ed. | 20 | 31.91 | | Physical Ed. | 12 | 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Social Stud. Ed. | 8 | 39 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Ed. | 4 | 43 | | Special Ed. | 10 | 34 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|----------|---|------------------------------|----------|-----------------|-----------------|-------------------------------------|----------|-----------------|-----------------|
| 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 | 4 | 3 | 75% | Music Ed. | 2 | 2 | 100% |
| | | English Ed. | 2 | 2 | 100% | Physical Ed. | 9 | 8 | 89% |
| | | | | | | Social Stud. Ed. | 6 | 6 | 100% |
| | | Elementary Ed Math | 13 | 11 | 89% | Elementary Ed Reading/L.A. | 15 | 12 | 80% |
| | | Elementary Ed Science | 14 | 10 | 71% | Elementary Ed Social Studies | 13 | 10 | 77% |

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 (12/2024) | |
| 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. | | | | |
| | | 2020-2021 cohort | 99 | 44 | 48 |
| | | 2021-2022 cohort | 99 | 51 | 46 |

| | | | | | |
|--|--|------------------|----|----|----|
| | | 2022-2023 cohort | 75 | 39 | 44 |
| | | | | | |
| | | | | | |
| | | | | | |

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 continue to focus on partnering with local school districts to address the educator shortage and support current teachers. 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. We just had the second cohort of students complete the program in June 2024. The six students selected earned a full scholarship, housing and a \$10,000 stipend. We continued our partnership with the Franklin school district to provide on-site professional development and graduate courses for current educators. In Spring 2024, we piloted on campus PD opportunities for current teachers. These half day workshops focused on a range of topics including best inclusive education practices, best practices for humanities teachers and support for Art Educators. We anticipate building on the success of this pilot and to offer more opportunities in the 24-25 academic year.