

**New Mexico Educator Preparation Provider
Completer Survey**

2018-2019

New Mexico State University

Report Snapshot

This report summarizes the results of the the New Mexico Public Education Department Educator Preparation Provider Completer Survey for completers from New Mexico State University.

Methodology

- EPPs identified students who had recently completed a teacher preparation program at their EPP. NMPED then identified the completers who were working in a NMPED district.
 - Although EPPs specifically identified completers who had completed their preparation in the last three academic years, some respondents indicated that they had completed their preparation longer than three years ago. All respondents are included in the demographics tables, but only completers who completed in 2014-2015 or later are included in the data summaries.
- Completers were contacted by email and asked to complete a survey about their teacher preparation program.
- The survey consists of:
 - 16 questions about teacher skills and dispositions.
 - 2 questions about cultural and linguistic diversity.
- The survey questions were aligned to the InTASC standards.

Highlights for New Mexico State University:

- There were 54 respondents who reported completing their initial teacher preparation at New Mexico State University.
- 81% of respondents rated their preparation at New Mexico State University as moderately or highly effective.
- 50% of respondents would recommend New Mexico State University to a high or exceptional degree.

**New Mexico State University
Respondent Demographics**

Question	Response	N	%
From which Educator Preparation Program did you receive your initial teacher training?	New Mexico State University	54	20%
	Total	266	-
When did you complete your initial teacher training?	2009-2010	-	-
	2010-2011	-	-
	2012-2013	-	-
	2013-2014	2	4%
	2014-2015	12	22%
	2015-2016	23	43%
	2016-2017	12	22%
	2017-2018	3	6%
Which program did you complete?	2018-2019	2	4%
	Early Childhood	7	13%
	Elementary	24	44%
	Secondary	16	30%
	Special	10	19%
Are you currently teaching in the area in which you were prepared?	K-12	1	2%
	Yes	45	83%
What level of program did you complete?	No	9	17%
	Alternative Licensure	3	6%
	Undergraduate degree	42	78%
	Master's Plus Licensure - Traditional Route	9	

New Mexico State University
Respondent Demographics

Question	Response	N	%
What teaching fields/ concentrations did you complete with your initial teacher training?	Agriculture and Extension Education	5	9%
	Art Education	-	-
	Bilingual Education	10	19%
	Business Education	1	2%
	Family and Consumer Science	-	-
	Gifted Education	-	-
	Health	-	-
	History	7	13%
	Information Technology Coordinator	-	-
	Language Arts	17	31%
	Library Media	-	-
	Mathematics	11	20%
	Modern and Classical Languages	1	2%
	Music Education	2	4%
	Performing Arts	1	2%
	Physical Education	-	-
	Psychology	-	-
	Reading	5	9%
	Science	8	15%
	Technology Education	-	-
TESOL	8	15%	
If MA or Alternative: Did you earn your undergraduate degree in New Mexico?	Yes	45	83%
	No	9	17%

**New Mexico State University
Respondent Demographics**

Question	Response	N	%
In what year did you receive licensure from the NM PED?	1998	-	-
	2001	-	-
	2006	-	-
	2007	-	-
	2009	-	-
	2011	-	-
	2012	-	-
	2013	1	2%
	2014	3	6%
	2015	13	24%
	2016	15	28%
	2017	13	24%
	2018	1	2%
2019	-	-	
	none	3	6%
How many years in total have you been teaching?	1	3	6%
	2	10	19%
	3	18	33%
	4	9	17%
	5	4	7%
	6	2	4%
	7 or more	2	4%
How many years have you been teaching in New Mexico?	1	4	7%
	2	10	19%
	3	17	31%
	4	9	17%
	5	6	11%
	6	2	4%
	7 or more	1	2%

**New Mexico State University
Respondent Demographics**

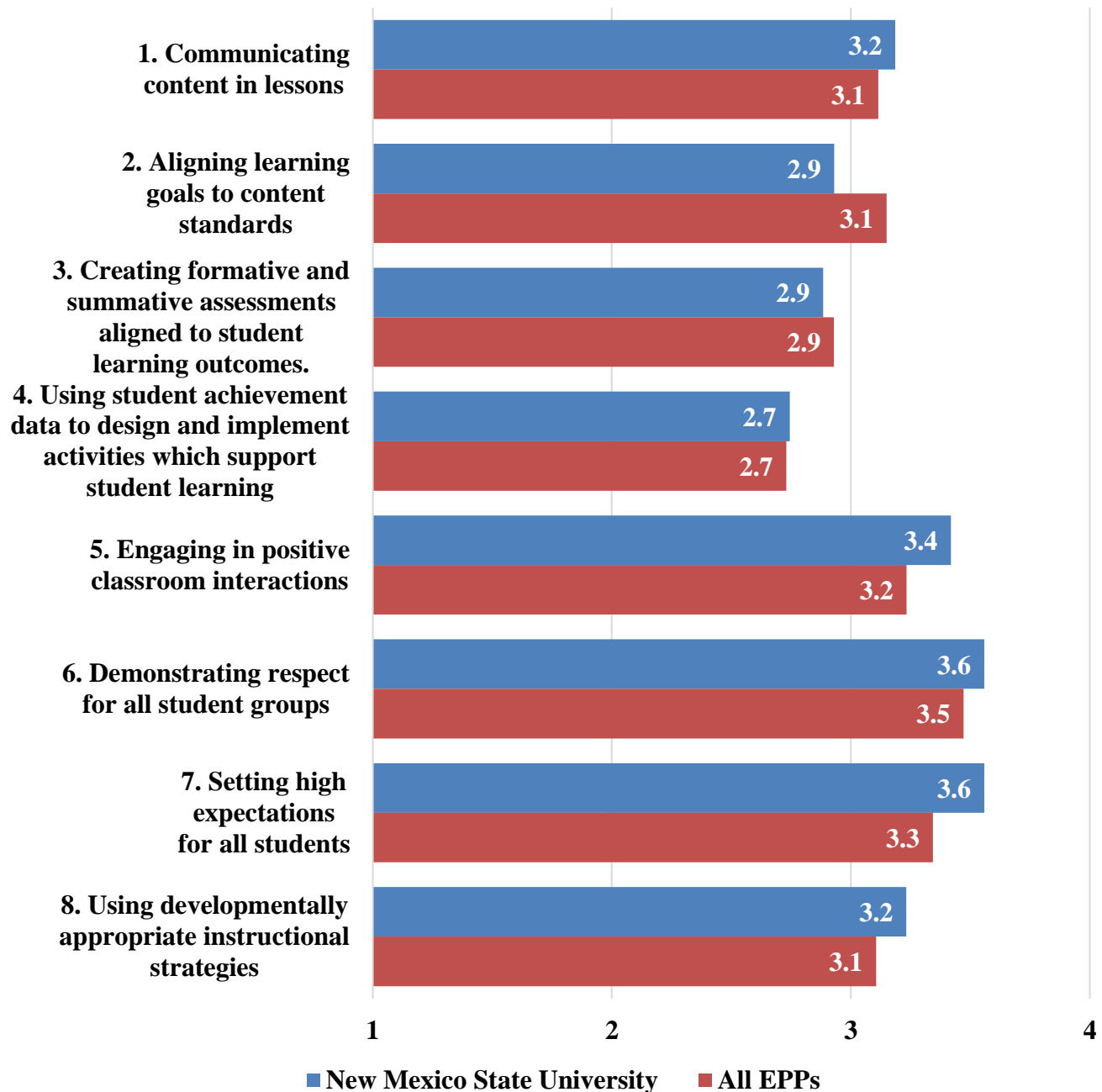
Question	Response	N	%
In what district are you currently teaching?	Albuquerque Public Schools	2	4%
	Rio Rancho Public Schools	2	4%
	Gadsden Independent Schools	16	30%
	Las Cruces Public Schools	16	30%
	Charter School	-	-
	Clovis Municipal Schools	-	-
	Farmington Municipal Schools	-	-
	Gallup-McKinley County Schools	-	-
	Roswell Independent Schools	-	-
	Santa Fe Public Schools	1	2%
	Central Consolidated Schools	-	-
	Grants-Cibola County Schools	2	4%
	Los Lunas Public Schools	-	-
	Alamogordo Public Schools	1	2%
	Aztec Municipal Schools	-	-
	Belen Consolidated Schools	-	-
	Bloomfield Schools	-	-
	Carlsbad Municipal Schools	1	2%
	Cuba Independent Schools	1	2%
	Deming Public Schools	1	2%
	Pojoaque Valley Public Schools	-	-
	Bernalillo Public Schools	-	-
	Capitan Municipal Schools	-	-
	Cobre Consolidated Schools	1	2%
	Des Moines Municipal Schools	-	-
	Floyd Municipal Schools	-	-
	Hatch Valley Public Schools	1	2%
	Hobbs Municipal Schools	-	-
	Loving Municipal Schools	1	2%
	Lovington Public Schools	1	2%
	Moriarty Municipal Schools	-	-
	Quemado Independent Schools	1	2%
Raton Public Schools	-	-	
Silver Consolidated Schools	1	2%	
Socorro Consolidated Schools	1	2%	
West Las Vegas Public Schools	-	-	
Zuni Public Schools	-	-	

**New Mexico State University
Respondent Demographics**

Question	Response	N	%
What level is the school in which you are teaching?	Pre-school	3	6%
	Elementary	27	50%
	High School	16	30%
	Middle School	3	6%
	Multi-Level	-	-
	District	-	-
Do you consider yourself to be Hispanic/Latino? In addition, select one or more of the following racial categories to describe yourself.	White or Caucasian	39	72%
	Hispanic	27	50%
	Black or African American	2	4%
	Asian	-	-
	American Indian or Alaska Native	3	6%
	Native Hawaiian or other Pacific Islander	-	-
	Prefer not to answer	4	7%
What is your gender?	Male	8	15%
	Female	42	78%
	Prefer not to answer	-	-
What is your age?	Less than 25	1	2%
	25 to 29	27	50%
	30 to 34	6	11%
	35 to 39	5	9%
	40 to 44	2	4%
	45 to 49	7	13%
	50 to 54	2	4%
	55 to 59	-	-
	60 to 64	-	-
	65 or older	-	-

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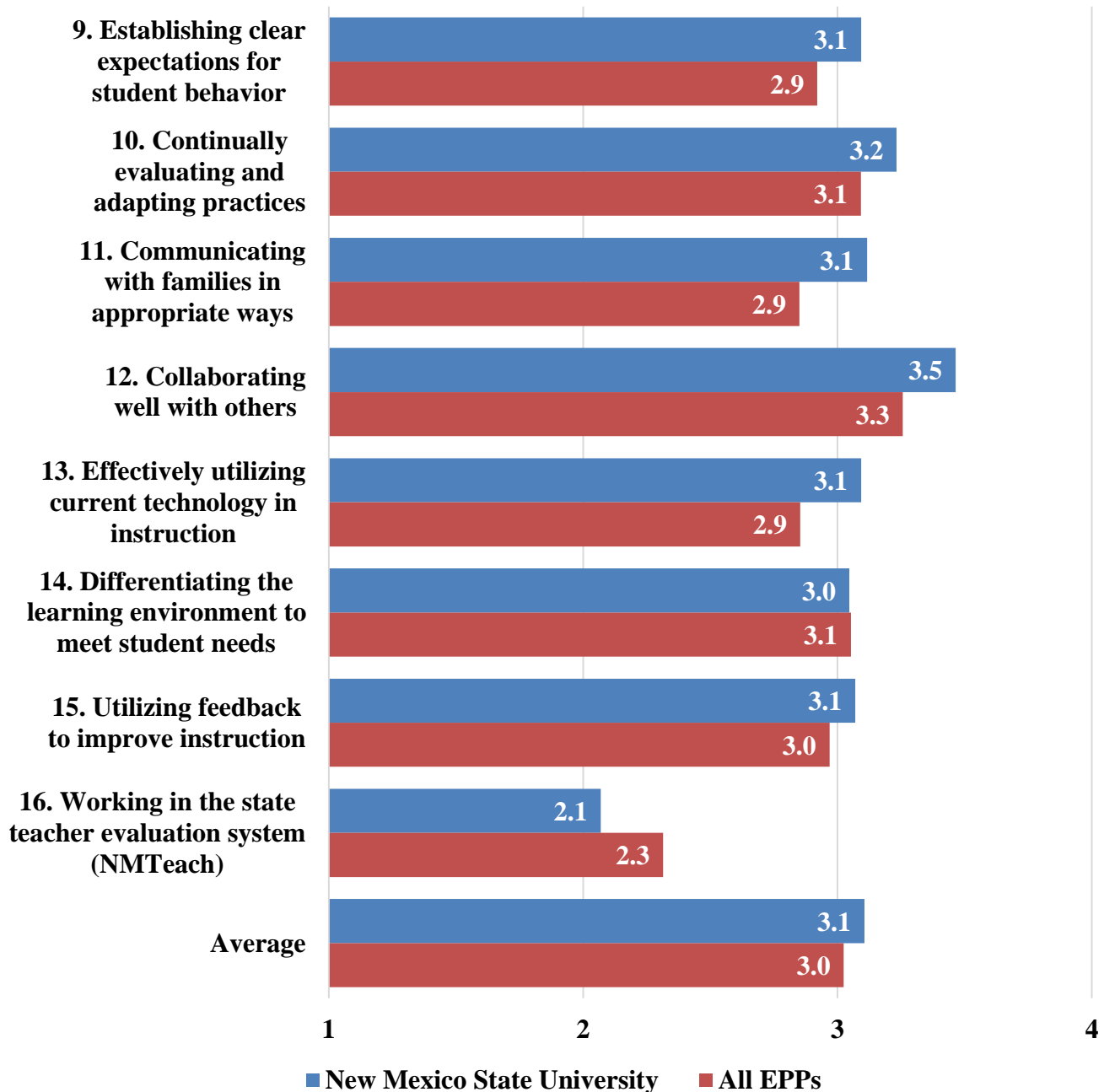
How well did your educator preparation program prepare you in the following skills and dispositions? - Mean Score



1 = Ineffective; 2 = Minimally Effective; 3 = Moderately Effective; 4 = Highly Effective

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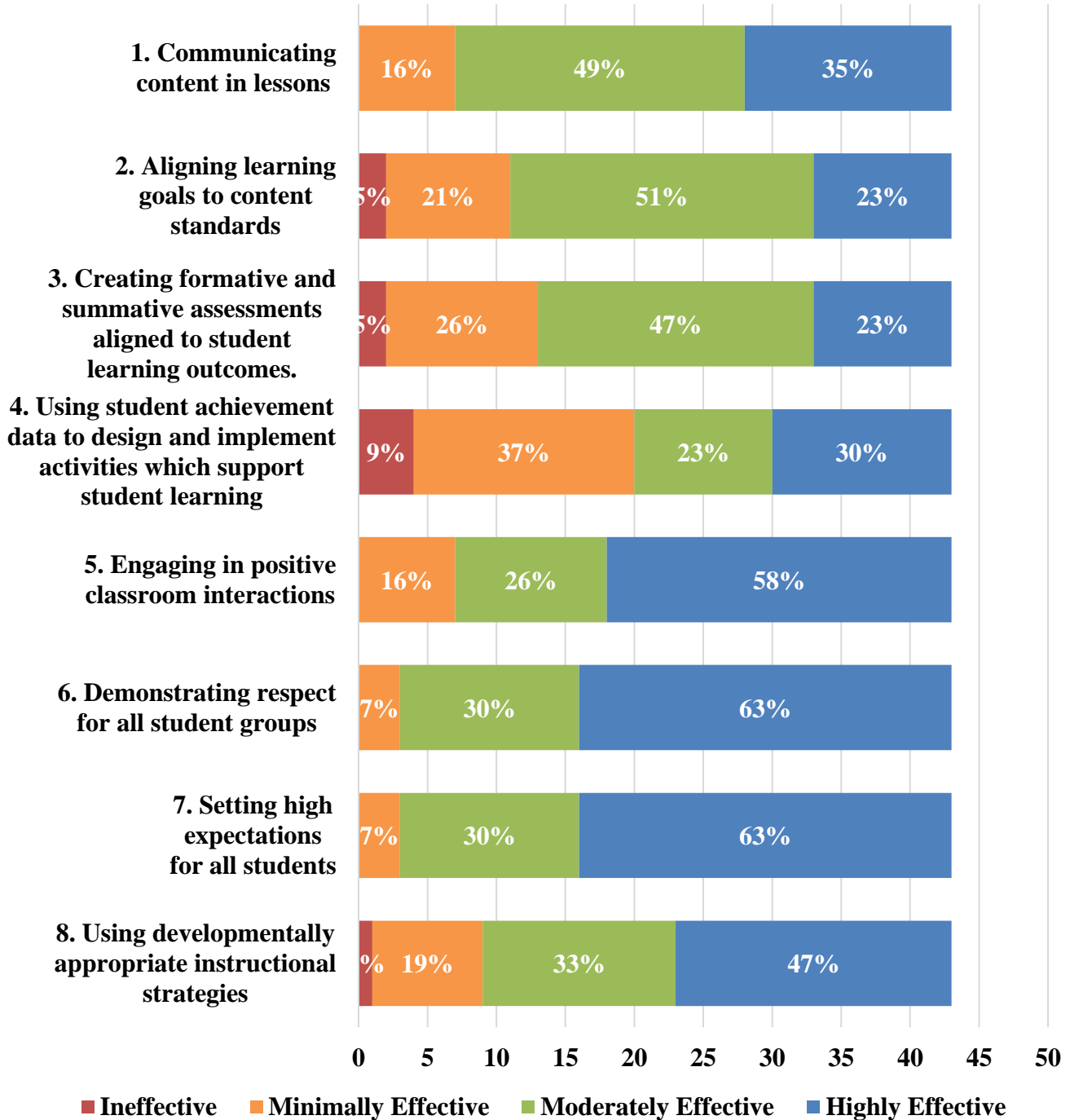
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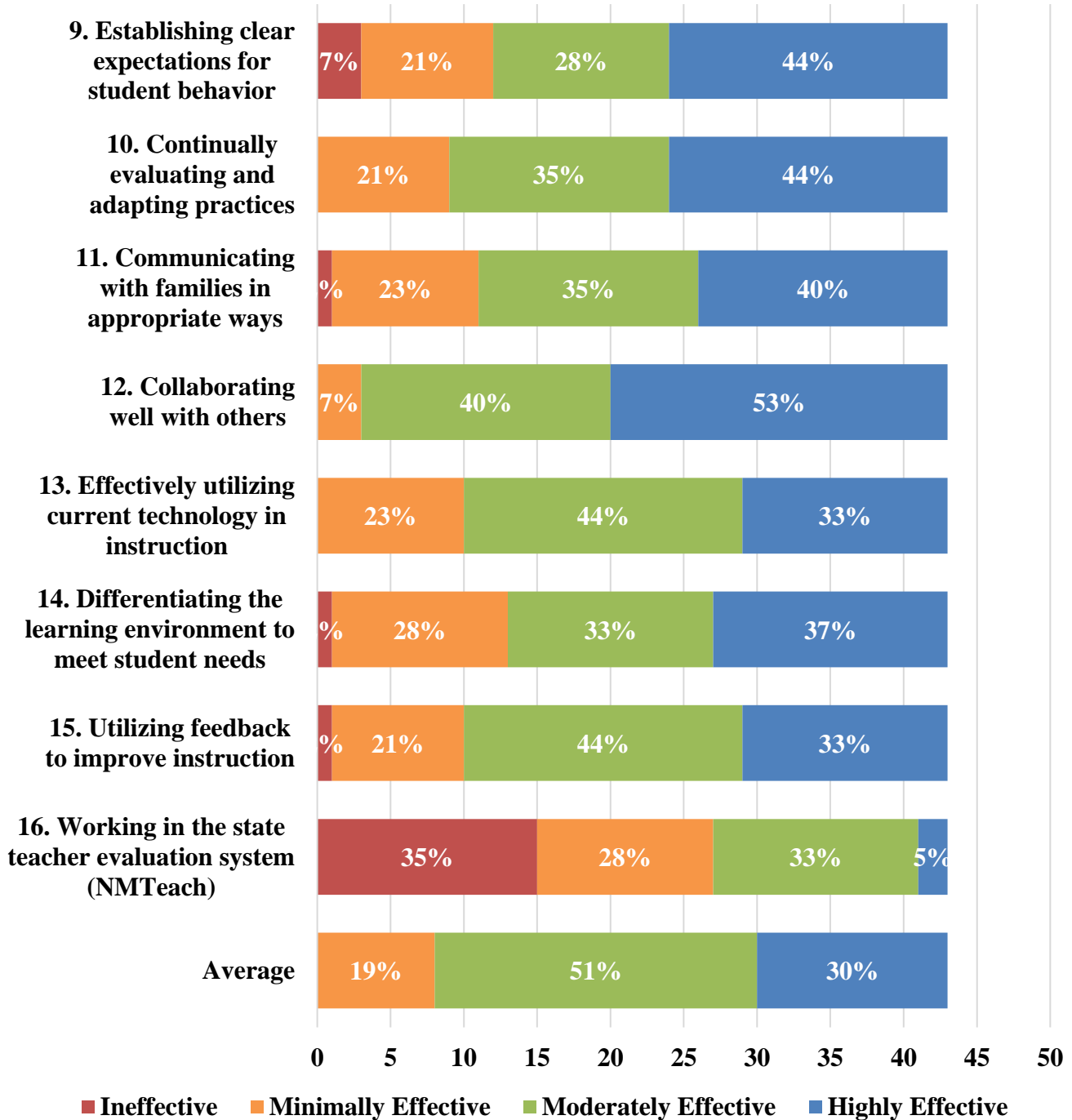
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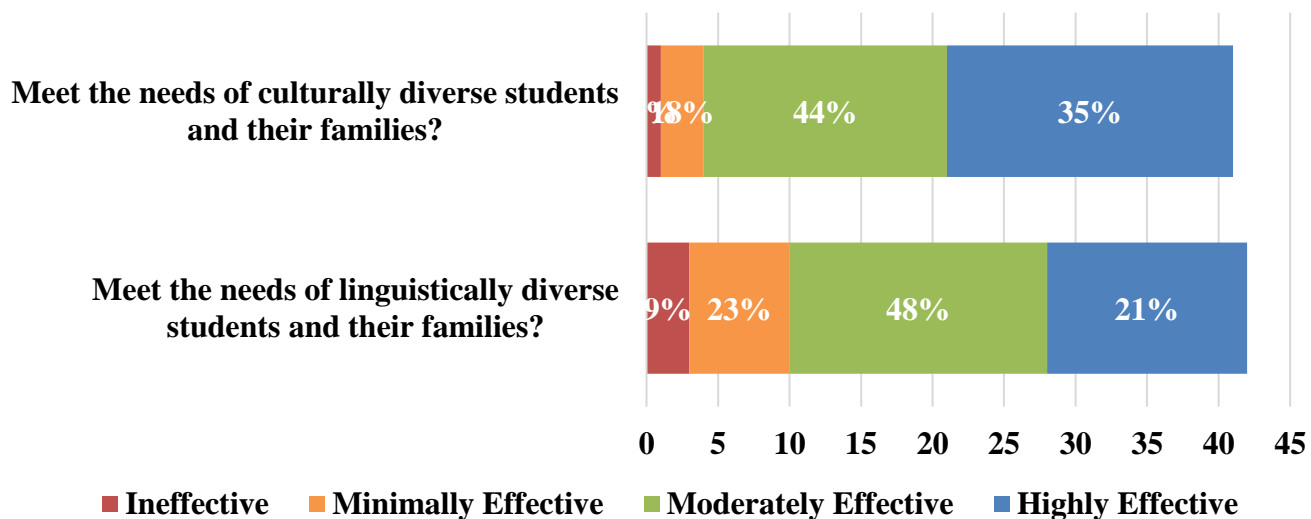
New Mexico State University

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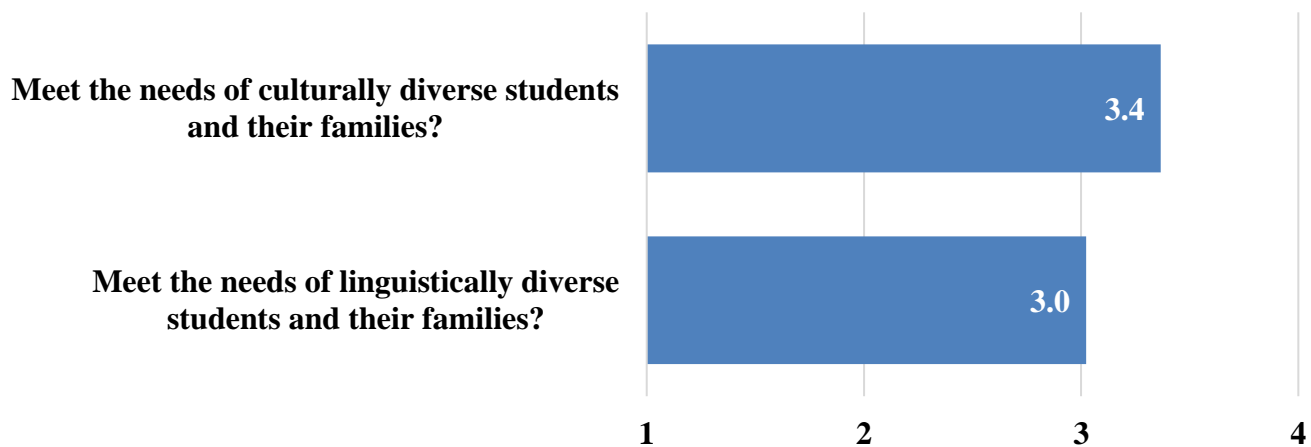
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How well did your educator preparation program prepare you to:



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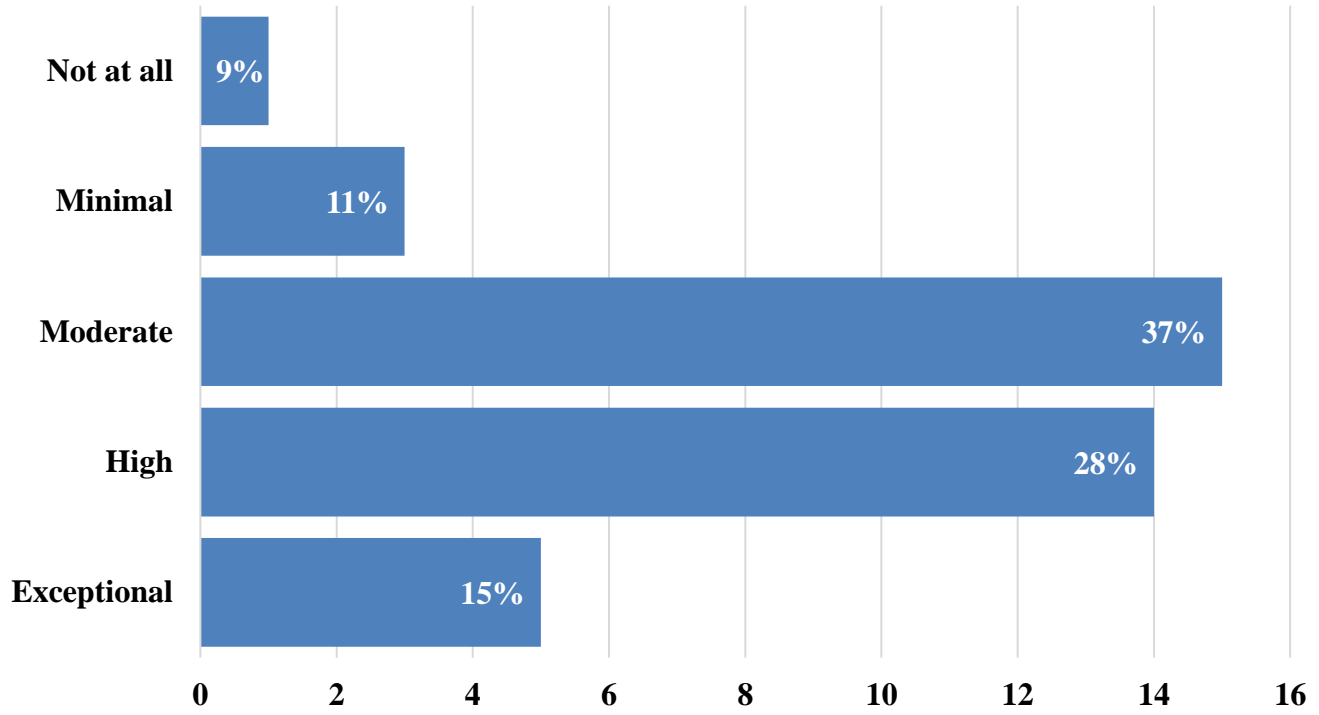
How well did your educator preparation program prepare you to: - Mean Score



1 = Ineffective; 2 = Minimally Effective; 3 = Moderately Effective; 4 = Highly Effective

New Mexico State University

To what degree would you recommend your initial teacher preparation program?



1 = Ineffective; 2 = Minimally Effective; 3 = Moderately Effective; 4 = Highly Effective

Qualitative responses are not presented in this report for confidentiality of participants, however, this information is shared with teacher education leadership. In general, students noted that they felt they would have liked more experience in the classroom and preparation for life in the classroom, that the program prepared them to work with diverse students, and that they wanted more preparation in classroom management.

Summary and Implications

Overall, results from this pilot follow up survey indicate that graduates are satisfied with their NMSU preparation program, however, there are a few areas that need to be noted for discussion by leadership. The main findings gleaned from the data were:

- Students felt that NMSU prepared them well in a number of areas, particularly to set high expectations for students, collaborate well with others, and to meet the needs of culturally diverse students and their families. Understanding what areas are receiving positive feedback are important for leadership to know so that these methods can be retained.
- Students did not feel well prepared in using student achievement data to design and implement activities which support student learning or to work in the state teacher evaluation system (NMTeach). Leadership have already integrated a data literacy course and are reexamining how teachers are prepared to use data for their classrooms, and the student teaching evaluation has been modified to mirror the NMTeach rubrics. We will see if students next year report any changes in their satisfaction in these areas now that a few changes have already been made.
- Students indicated they wanted more classroom experience before they graduated and additional help with classroom management. These are similar areas to what were gleaned from the exit survey that graduates take during their final semester at NMSU. Leadership has integrated additional classroom management instruction and is also exploring residency programs for students as possible means of increasing their immersion in the schools early on.