Employer and Completer Satisfaction Surveys

2017-2018
Employer and Completer Satisfaction Surveys

This report addresses the following items from the CAEP Annual Report:

4.1 Annual Reporting Measures (CAEP Component 5.4|A.5.4):
   Impact Measures (CAEP Standard 4)
   3. Satisfaction of Employers and Employment Milestones
   4. Satisfaction of Completers

Employer Survey
The employer survey was created by the College of Education and is intended to gauge employers’ perceptions of COE graduates. It contains questions measuring demographics as well as employers’ satisfaction with various aspects of their employees.

- Employers are defined as principals or other school leaders working in New Mexico public or charter schools.
- Each principal was given the names of the teachers in their school who reported UNM as their preparation institute and had been licensed in the last three years. This information was obtained by submitting a request to the New Mexico Public Education Department. In many cases, schools had more than one principal identified, and the survey was sent to all principals.

The employer survey was revised in 2017-2018. A faculty committee determined that the survey was in need of revision, so changes were made to both the questions and the format of the survey.

- The total number of questions was reduced from 48 to 15.
  - Feedback from survey respondents said that it was far too long.
  - 13 questions were retained, while 2 new questions were added.
  - Questions were aligned to the InTASC standards.
- The response scale was adjusted from 5 points to 4 points.
  - The scale was originally designed to match the levels on the NMTEACH rubric.
  - The new survey removed the top option "Exemplary" to better align with the version of the NMTEACH Observation Rubric in use in Student Teaching.
  - A response was considered positive if it indicated graduates were "moderately effective" or better.

Completer Survey
The completer survey was created by the College of Education and is intended to gauge completers’ perceptions of COE teacher preparation programs. It contains questions measuring demographics as well as completers’ satisfaction with various aspects of their teacher preparation.

- Completers are defined as teachers who completed their initial teacher licensure requirements at UNM and are currently employed as a teacher in the state of New Mexico. Completing initial teacher licensure requirements could mean either graduating with a bachelor's degree in education or completing the alternative licensure portion of an M.A. with Alternative Licensure program.
- The College of Education first identified students who completed licensure eligibility requirements in the last three years (2014-2015, 2015-2016, and 2016-2017). The list of completers was sent to the NMPED, who returned employment information and email addresses for the people who are working in a NMPED school.

The completer survey was first created in 2017-2018 by a faculty committee. It was designed to align in content and structure with the Employer Survey.

- A response was considered positive if it indicated graduates were "moderately effective" or better.
Report Highlights

Response Rate
- The completer survey was sent to 295 completers, with a response rate of 50%.
  - 45% of respondents completed Elementary Education programs, while 28% came from Secondary Education programs and 13% came from Special Education programs.
- The 2017-2018 response rate was 67%, up from 47% in 2016-2017.
  - 54% of respondents led elementary schools, while 17% led middle schools and 16% led high schools.

Program Recommendation
- Overall, 89% of completers would recommend a UNM teacher preparation program to a friend.
- Overall, 100% of Employers would recommend hiring a graduate from UNM.
  - 86% of principals would recommend to a "high" or "exceptional" degree.

Program Strengths
- UNM completers rated their preparation highest in:
  - Setting high expectations for all students
  - Engaging in positive classroom interactions
  - Demonstrating respect for all student groups
- Employers rated UNM graduates highest in:
  - Communicating content in lessons.
  - Demonstrating respect for all student groups.
  - Effectively utilizing current technology in instruction.

Program Areas for Improvement
- UNM completers rated their preparation lowest in:
  - Using student achievement data to design and implement activities which support student learning.
  - Communicating with families in appropriate ways
  - Effectively utilizing current technology in instruction
- Employers rated UNM graduates lowest in:
  - Using student achievement data to design and implement activities which support student learning.
  - Establishing clear expectations for student behavior.
  - Differentiating the learning environment to meet student needs.

Preparation for Diverse Students
- Regarding UNM graduates' preparedness to meet the needs of culturally diverse students and their families:
  - 91% of completers rated themselves moderately or highly prepared.
  - 98% of employers rated graduates moderately or highly prepared.
- Regarding UNM graduates' preparedness to meet the needs of linguistically diverse students and their families:
  - 77% of completers rated themselves moderately or highly prepared.
  - 95% of employers rated graduates moderately or highly prepared.
Employer Survey: Skills and Dispositions
Three Years: 2015-2016, 2016-2017, 2017-2018

1. Communicating content in lessons.
   - 2017-2018 Employers (N=122) 90%
   - 2016-2017 Employers (N=169) 96%
   - 2015-2016 Employers (N=215) 95%

2. Aligning learning goals to content standards.
   - 2017-2018 Employers (N=122) 86%
   - 2016-2017 Employers (N=169) 95%
   - 2015-2016 Employers (N=215) 94%

3. Creating formative and summative assessments aligned to student learning outcomes.*
   - 2017-2018 Employers (N=122) 67%

4. Using student achievement data to design and implement activities which support student learning.
   - 2017-2018 Employers (N=122) 74%
   - 2016-2017 Employers (N=169) 85%
   - 2015-2016 Employers (N=215) 80%

5. Engaging in positive classroom interactions.
   - 2017-2018 Employers (N=122) 88%
   - 2016-2017 Employers (N=169) 96%
   - 2015-2016 Employers (N=215) 93%

6. Demonstrating respect for all student groups.
   - 2017-2018 Employers (N=122) 89%
   - 2016-2017 Employers (N=169) 99%
   - 2015-2016 Employers (N=215) 97%

7. Setting high expectations for all students.
   - 2017-2018 Employers (N=122) 83%
   - 2016-2017 Employers (N=169) 93%
   - 2015-2016 Employers (N=215) 92%

* Question added for the 2017-2018 survey administration.
Employer Survey: Skills and Dispositions
Three Years: 2015-2016, 2016-2017, 2017-2018

8. Using developmentally appropriate instructional strategies.

9. Establishing clear expectations for student behavior.

10. Continually evaluating and adapting practices.*

11. Communicating with families in appropriate ways.

12. Collaborating well with others.

13. Effectively utilizing current technology in instruction.

14. Differentiating the learning environment to meet student needs.

15. Utilizing feedback to improve instruction.

* Question added for the 2017-2018 survey administration.
How prepared do you believe the individual(s) you hired is(are) to meet the needs of culturally diverse students and their families?

- 2017-2018 Employers (N=122) - 98%
- 2016-2017 Employers (N=169) - 99%

How prepared do you believe the individual(s) you hired is(are) to meet the needs of linguistically diverse students and their families?

- 2017-2018 Employers (N=122) - 95%
- 2016-2017 Employers (N=169) - 93%

To what degree would you recommend hiring graduates from UNM's College of Education?

- 2017-2018 Employers (N=122) - 100.0%
- 2016-2017 Employers (N=169) - 99.4%
- 2015-2016 Employers (N=215) - 97.7%
### 2017-2018 Completer Survey: Skills & Dispositions

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<td>5. Engaging in positive classroom interactions</td>
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% of Completers Rating their Preparation as Effective or Better
8. Using developmentally appropriate instructional strategies

9. Establishing clear expectations for student behavior

10. Continually evaluating and adapting practices

11. Communicating with families in appropriate ways

12. Collaborating well with others

13. Effectively utilizing current technology in instruction

14. Differentiating the learning environment to meet student needs

15. Utilizing feedback to improve instruction

% of Completers Rating their Preparation as Effective or Better
**2017-2018 Completer Survey: Diverse Students**

How well do you believe your UNM teacher preparation program prepared you to meet the needs of culturally diverse students and their families?

- How well do you believe your UNM teacher preparation program prepared you to meet the needs of linguistically diverse students and their families?

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage Rating Moderate or Better</th>
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<tbody>
<tr>
<td>2016-2017</td>
<td>88%</td>
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<tr>
<td>2015-2016</td>
<td>95%</td>
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<td>2014-2015</td>
<td>94%</td>
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**2017-2018 Completer Survey: Program Recommendation**

To what degree would you recommend a teacher preparation program at UNM's College of Education to a friend?

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<thead>
<tr>
<th>Year</th>
<th>Percentage Rating Moderate or Better</th>
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<tbody>
<tr>
<td>2016-2017</td>
<td>88%</td>
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<tr>
<td>2015-2016</td>
<td>92%</td>
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<td>2014-2015</td>
<td>87%</td>
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Completer/Employer Survey 2017-2018: Skills and Dispositions

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</thead>
<tbody>
<tr>
<td>1. Communicating content in lessons</td>
<td>82%</td>
<td>90%</td>
</tr>
<tr>
<td>2. Aligning learning goals to content standards</td>
<td>73%</td>
<td>86%</td>
</tr>
<tr>
<td>3. Creating formative and summative assessments aligned to student learning outcomes</td>
<td>58%</td>
<td>67%</td>
</tr>
<tr>
<td>4. Using student achievement data to design and implement activities which support student learning</td>
<td>48%</td>
<td>74%</td>
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<tr>
<td>5. Engaging in positive classroom interactions</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>6. Demonstrating respect for all student groups</td>
<td>96%</td>
<td>89%</td>
</tr>
<tr>
<td>7. Setting high expectations for all students</td>
<td>86%</td>
<td>83%</td>
</tr>
</tbody>
</table>

% Rating UNM Preparation Effective or Better
Completer/Employer Survey 2017-2018: Skills and Dispositions

8. Using developmentally appropriate instructional strategies
   - Completers 2017-2018 (N=146) 71%
   - Employers 2017-2018 (N=122) 85%

9. Establishing clear expectations for student behavior
   - Completers 2017-2018 (N=146) 62%
   - Employers 2017-2018 (N=122) 79%

10. Continually evaluating and adapting practices
    - Completers 2017-2018 (N=146) 68%
    - Employers 2017-2018 (N=122) 80%

11. Communicating with families in appropriate ways
    - Completers 2017-2018 (N=146) 52%
    - Employers 2017-2018 (N=122) 84%

12. Collaborating well with others
    - Completers 2017-2018 (N=146) 84%
    - Employers 2017-2018 (N=122) 88%

13. Effectively utilizing current technology in instruction
    - Completers 2017-2018 (N=146) 57%
    - Employers 2017-2018 (N=122) 88%

14. Differentiating the learning environment to meet student needs
    - Completers 2017-2018 (N=146) 66%
    - Employers 2017-2018 (N=122) 70%

15. Utilizing feedback to improve instruction
    - Completers 2017-2018 (N=146) 72%
    - Employers 2017-2018 (N=122) 84%

% Rating UNM Preparation Effective or Better