

Measure 2: Satisfaction of employers and stakeholder involvement (R4.2 R5.3 RA4.1)

Component 4.2: Satisfaction of Employers; Licensure programs ensure that employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families. This survey was completed Summer of 2023 by 8 educational institutions that hired teachers prepared by the EPP (Measure 2.1: 2023 Employer Survey). The survey was administered by NNMC institutional data department. The data was disaggregated and analyzed by question on the survey. Following is the analysis of the data presented in this survey.

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Component 4.2: Satisfaction of Employers; Licensure programs ensure that employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families. An Employer Survey was developed and sent to employers that had been identified as hiring the previous year's graduates. This survey was completed summer 2023 by 8 educational entities that hired teachers prepared by the EPP (Measure 2.1: 2023 Employer Survey). The survey was administered by NNMC institutional data department. The data was disaggregated and analyzed by question on the survey. Following is the analysis of the data presented in this survey.

The first question asked employers to indicate the name of their institution, of which 8 institutions were represented in the survey results. The 2nd question asked; How did you recruit NNMC graduates to join your organization? The answers indicate that 50 % of the employers were contacted by graduates and that the other 50% were either all working at the school site or by other means. This indicates that the need to strengthen school and district partner is of great importance since many of the graduates are already employed at the site or are familiar with the school sites.

Questions 3 and 4 asked how many NNMC graduates have been hired within the past 3 years and question 4 asked how many were still employed with the site. The data indicated 19 NNMC graduates had been hired 23 graduates were still at the site. The data was a little unclear if the increase in NNMC hires are indicative of other NNMC students that have been hired in other positions. This is a significant percentage indicating that teachers are doing a satisfactory job with students and within the organization.

Question 5 and employers to specify the job title of the graduates. The responses indicated all sites had teachers as employees as well as teacher assistants, administrator, or other. Questions 6 and 7 ask employers to rate the responsiveness of NNMC to the program needs of their institutions and the quality and promptness of communications and follow-ups with staff. The response for both questions on communication and responsiveness is 87.5% excellent or good and 12.5% N/A. The response indicates extremely positive reaction to the responsiveness of NNMC to the needs of the community.

Questions 8 and 9 asked employers to rate NNMC's knowledge of 'real world' industry issues and their hiring needs? The response for both questions was 85.7% excellent or good while 14.3% was N/A. The data indicating that most teachers had some experience in the classroom prior to hire and that the connection between the students and the work sites built a natural bridge between the EPP and the work sites.

The existing EPP's Employer Survey was examined and an alignment to the InTASC standards was conducted in the summer of 2023. While the 2023 survey had already been sent, the work to improve the survey for the next year was deemed vital. It was determined that the first 9 survey questions generally referred to the recruitment and retention of candidates related to CAEP Standard 3 Recruitment and planning. These refer to the name of the organization, job titles of hires, number of retentions, number of hires in last 3 years, rate of responsiveness to communications, academic programming, and real-world issues, etc. (See Measure 2.2_Employer Survey Alignment)

Question # 10 refers to job skills related to teaching and learning as an instructional classroom teacher with the remaining survey questions 11-18 referring to other general employment recruitment and retention questions. These questions refer to salary, degrees, advancement, courses to offer, future issues, and comments. This survey alignment was created for the purpose of supporting the content validity of the survey.

Onsite interviews conducted by the CAEP Site Accreditation Team with employers (principals, superintendent, HR Director, etc.) indicated that the Educator Preparation Program (EPP) completers are well prepared for their job responsibilities and work well with diverse students and families. Evidence to support the interviews was found in (Measure 2.1_Employer_Survey_2023) which is from the institution's NNMC Employer Survey Results 2023. An alignment chart (A5.2 Employer Survey Alignment) shows how questions connect to the InTASC components. However, a review of survey questions and data provide limited support for an alignment with InTASC and CAEP standards. The EPP is committed to further addressing this measure.

The EPP exists in a familiar relationship that operates between and among its school partnerships which is rural and culturally unique to NM and the nation. These relationships are characterized by personal communications and parallel the informal trust and respectfulness valued by the dominant and traditional Hispanic and Native American societies. Progressive change is usually very personal to constituents, qualitative, holistic and not typically during formal meetings, task forces, focus groups, etc. with a university department. In accordance with this cultural perspective the faculty and staff of the DTE are continuously questioning candidates, mentors, university colleagues, and school administrators for feedback and input that is informal, continuous, and personal. An Advisory Committee was established and bi-annual meetings are scheduled and conducted. (See Measure 2.3_Advisory_Committee_Meeting_Notes_3.31.23).