Teacher Preparation Program: Completer Satisfaction

Introduction

To help the Teacher Preparation Programs (TPPs) at New Mexico State University gauge how well candidates are prepared for the teaching field when they graduate, candidates who complete their program each semester are surveyed and asked to provide feedback about how satisfied they are with preparation for the job in key areas. This data provides the four TPPs in the College of Education (Early Childhood Education, Elementary Education, Secondary Education, and Special Education) and those in other Colleges at NMSU (Agricultural and Extension Education, Family and Consumer Sciences Education, and Music Education), with helpful information about how to gauge candidate experiences, improve their programs, and identify what elements of these programs to retain that are preparing NMSU TPP completers effectively.

Methods

At the end of their student teaching course during their last semester in the program, teacher candidates are asked to complete a survey that asks about their satisfaction with different areas of their program experience. For Spring 2018, 47 out of 51 completers filled out the survey (response rate: 92%), for Fall 2018, a total of 39 out of 41 completers filled out the survey (response rate: 95%) and for Spring 2019, a total of 28 out of 62 completers filled out the survey (45%). In the Spring 2018 administration, Agricultural and Extension Education and Family and Consumer Sciences completers were included in the survey for the first time. The specific Teacher Preparation Programs that are included in this summary are those that lead to initial teacher licensure:

- Agricultural and Extension Education (Undergraduate and Graduate)
- Early Childhood Education
- Elementary Education (Undergraduate, Graduate, and Alternative)
- Family and Consumer Sciences Education
- Music Education
- Secondary Education (includes specializations in English, Math, Physical Education, Science, Social Studies; Undergraduate, Graduate, and Alternative)
- Special Education (Undergraduate, Graduate, and Alternative)

Results presented in this summary are aggregated, however, program specific results are shared with Program leadership and other external advisors, and changes planned and those that have been made based on review of these data are discussed at the end of this summary. Additionally, comments are not included in this summary for confidentiality, however, these are included in summaries that are shared with program leadership.

Main Findings and Recommendations
Responses to the closed ended questions can be found in the figures at the end of this summary. Key recommendations that were gleaned from synthesis of all data include:

- Overall, closed ended findings have slightly improved in several areas across the last three semesters, with more responses of “Very Satisfied.” The areas with the lowest satisfaction include Integrating Technology for Instructional Use, Working with Students with Disabilities, Communicating Effectively with the Community, Communicating Effectively with Parents/Families. Additionally, completer satisfaction with preparation to teach Math and Science has been relatively low across all three semesters.

- Satisfaction with Classroom Management and Organization preparation increased over the last three semesters, with few students asking for more experience in this area over time. Changes to student preparation in this area have been implemented in the last few years and may be associated with this trend.

- Integrating Technology for Instructional Use has stayed relatively constant and lower than other areas across the last three semesters. Interventions and changes to these courses and experiences are in preparation.

- Students overwhelmingly indicated that their field experiences were the most helpful in preparing them to teach. They asked for more time in the classroom, particularly early on. Students also asked for more preparation to communicate with members of the community and parents, which are reflected in the closed ended feedback as well.
Figure One: Completer Responses to First Set of Survey Questions
Figure Two: Completer Responses to Second Set of Survey Questions
Figure Three: Completer Responses to Third Set of Questions
Figure Four: Completer Satisfaction with Preparation to Teach Content Areas (Early Childhood, Elementary, and Special Education Only)
Figure Five: Completer Satisfaction with Preparation to Teach and Understand Their Subject (Secondary, Music, and Physical Education Only)
Figure Six: Completer Satisfaction with TEP Program Components