

## **Measure 4: Ability of Completers to be hired**

### **Initial Programs**

We do not at present have direct data on where undergraduate program completers for the academic year 2020-2021 were hired. Unfortunately, this was not something that was systematically tracked and so while we know about some of the students, we do not have a complete, accurate list. This is an issue in need of redress, and we have started collecting this data from the 2021-2022 academic year and will be able to post this information in next year's report. We have data from the New Mexico Public Education Department about former undergraduate completers working for in public schools across the state. In total there are 1,676 of our previous graduates working within the New Mexico Public Schools.

This includes:

634 Elementary School Teachers

419 General Special Education Teachers 32 Academic Instructional Coaches

324 Secondary School Teachers

190 Middle School Teachers

96 Kindergarten Teachers

65 Special Education Preschool Teachers

64 Elementary Bilingual Teachers

28 Gifted Education Teachers

27 Preschool Teachers

21 Superintendents

54 Elementary School Principals

19 Middle School Principals

23 Assistant Principals (Elementary)

23 Secondary Principals

13 Assistant Principals (Middle)

21 Assistant Principals (Secondary)

15 Deans of students

10 Directors of Instruction

4 Head Teachers

2 Bilingual Education Supervisors

3 Curriculum Supervisors

3 Middle School Bilingual Teachers

2 Secondary Bilingual Teachers

13 Special Education Supervisors

7 Assistant Area Deputy of Associate Superintendents

### **Advanced Programs**

We offer four advanced programs: A Master's in Curriculum and Instruction, a Master's in Special Education, a Master's in Educational Leadership and the Alternative Teacher Certification Program (ATCP).

The ATCP has been very successful and producing graduates that become employed immediately after graduation. For the academic year 2020-2021 all program completers were hired in the school districts where they performed their 1-year clinical experiences.

Candidates in the Master's programs for Curriculum and Instruction and Special Education are, by and large, already working as teachers when they enroll in those programs. These programs generally prepare teachers to improve their professional practice by raising their teacher licensure level or to gain additional endorsements rather than be hired in new positions.

Candidates in the Educational Leadership program also come to the program already employed by schools. Being employed in a school is a requirement of the program as it is necessary in order to engage in the required internship. While some of the candidates would be seeking new jobs as educational administrators after completion. This has not been systematically tracked.