



Alumni Survey

The SUNY Oswego School of Education Alumni Survey is a 25-item instrument used to measure program completers’ satisfaction with their preparation. The survey was re-developed in 2019, with the question set being similar to the Exit Survey and Employer Survey to study the effectiveness from the perspective of multiple stakeholders. Annually, completers from one, three, and five years post-graduation are invited to participate in the survey. These data presented are from 2019, 2020, and 2021 collection and include completers from initial and advanced education programs. In 2019, the invitation to participate in the survey was sent to 390 alumni; 78 responded for a 20% response rate. In 2020, the invitation to participate in the survey was sent to 525 alumni; 119 responded for a 23% response rate. In 2021, the invitation to participate in the survey was sent to 610 alumni; 116 responded for a 19% response rate. The School of Education will continue to collect this survey data annually. The highlighted statements indicate a link to completer effectiveness and impact on P-12 learning and development.

My SUNY Oswego education provided me with:	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree
Q1 The ability to build on students’ developmental level in designing and implementing learning experiences	51%	46%	2%	1%	97%	3%
2019 (N=78)	42%	55%	1%	1%	97%	3%
2020 (N=119)	56%	40%	3%	1%	96%	4%
2021 (N=116)	54%	45%	0%	1%	99%	1%
Q2 The knowledge and skills necessary to work with English language learners	28%	42%	20%	10%	70%	30%
2019 (N=78)	25%	34%	23%	18%	59%	41%
2020 (N=119)	23%	49%	22%	5%	72%	28%
2021 (N=116)	36%	41%	15%	9%	77%	23%
Q3 The knowledge and skills necessary to work with students with disabilities	36%	46%	14%	4%	81%	19%
2019 (N=78)	31%	43%	17%	9%	74%	26%
2020 (N=119)	34%	53%	11%	2%	87%	13%
2021 (N=116)	41%	40%	16%	2%	81%	18%

Q4 An understanding and respect for student, family, and community diversity	60%	38%	2%	0%	98%	2%
2019 (N=78)	58%	37%	4%	1%	95%	5%
2020 (N=119)	56%	44%	0%	0%	100%	0%
2021 (N=116)	66%	32%	2%	0%	98%	2%
Q5 The ability to facilitate and promote a safe learning environment	64%	35%	1%	0%	99%	2%
2019 (N=78))	62%	37%	1%	0%	99%	1%
2020 (N=119)	63%	36%	2%	0%	98%	2%
2021 (N=116)	67%	32%	1%	0%	99%	1%
Q6 The ability to use various techniques to facilitate positive student behavior	48%	42%	9%	1%	90%	10%
2019 (N=78)	40%	47%	12%	1%	87%	13%
2020 (N=119)	51%	40%	7%	2%	91%	9%
2021 (N=116)	51%	40%	8%	8%	91%	9%
Q7 The ability to engage families and community in meaningful ways to ensure all students are successful	46%	43%	9%	1%	89%	11%
2019 (N=78)	36%	49%	10%	4%	85%	14%
2020 (N=119)	48%	42%	10%	1%	90%	11%
2021 (N=116)	52%	40%	8%	0%	92%	8%
Q8 The ability to foster positive social interactions and active engagement among students	53%	43%	3%	0%	96%	3%
2019 (N=78)	49%	46%	5%	0%	95%	5%
2020 (N=119)	53%	45%	1%	1%	98%	2%
2021 (N=116)	57%	40%	3%	0%	97%	3%
Q9 The ability to actively engage students in meeting learning objectives	52%	43%	5%	0%	95%	5%
2019 (N=78)	40%	57%	3%	0%	97%	3%
2020 (N=119)	54%	41%	4%	1%	95%	5%
2021 (N=116)	60%	32%	8%	0%	92%	8%
Q10 The ability to create a positive environment that supports learning and development for all students	59%	39%	2%	0%	98%	2%
2019 (N=78)	51%	47%	1%	0%	99%	1%
2020 (N=119)	60%	37%	4%	0%	96%	4%
2021 (N=116)	64%	36%	0%	0%	100%	0%

My SUNY Oswego education provided me with:	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree
Q11 An understanding of how to effectively use technology to enhance teaching and promote active engagement in learning	47%	42%	9%	2%	89%	11%
2019 (N=78)	39%	45%	14%	1%	84%	16%
2020 (N=119)	50%	41%	7%	2%	91%	9%
2021 (N=116)	51%	40%	7%	2%	91%	9%
Q12 In-depth knowledge and understanding of content	53%	40%	5%	1%	94%	6%
2019 (N=78)	52%	42%	5%	1%	94%	6%
2020 (N=119)	51%	43%	5%	1%	94%	6%
2021 (N=116)	56%	37%	6%	1%	93%	7%
Q13 The ability to facilitate learning experiences that make content accessible and meaningful to all students	49%	45%	5%	1%	95%	5%
2019 (N=78)	39%	58%	3%	0%	97%	3%
2020 (N=119)	52%	39%	7%	2%	91%	9%
2021 (N=116)	56%	41%	3%	0%	97%	3%
Q14 Facilitate students' literacy development (e.g. reading, writing, speaking, and listening)	43%	46%	10%	1%	89%	11%
2019 (N=78)	37%	49%	11%	3%	86%	14%
2020 (N=119)	43%	48%	9%	0%	91%	9%
2021 (N=116)	49%	40%	11%	0%	89%	11%
Q15 The ability to integrate technology and digital media into practice	48%	40%	11%	2%	87%	13%
2019 (N=78)	43%	45%	9%	3%	88%	12%
2020 (N=119)	46%	41%	11%	2%	87%	13%
2021 (N=116)	53%	34%	11%	1%	87%	13%
Q16 The knowledge to connect concepts and use multiple perspectives to engage students in problem-solving	50%	43%	6%	1%	93%	7%
2019 (N=78)	42%	49%	8%	1%	91%	9%
2020 (N=119)	47%	47%	4%	1%	95%	5%
2021 (N=116)	60%	33%	6%	1%	93%	7%

My SUNY Oswego education provided me with:	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree
Q17 The ability to design, select and use a range of assessment tools to evaluate and document student learning growth	52%	38%	8%	2%	90%	10%
2019 (N=78)	46%	45%	6%	3%	91%	9%
2020 (N=119)	49%	42%	6%	2%	92%	8%
2021 (N=116)	61%	27%	10%	1%	89%	11%
Q18 The ability to demonstrate behavior that supports fairness and the belief that all students can learn	62%	35%	2%	0%	97%	3%
2019 (N=78)	54%	41%	5%	0%	95%	5%
2020 (N=119)	63%	34%	2%	1%	97%	3%
2021 (N=116)	69%	31%	0%	0%	100%	0%
Q19 Knowledge of a variety of methods that enhance students' critical thinking and problem-solving skills	48%	44%	6%	2%	93%	7%
2019 (N=78)	38%	55%	6%	1%	92%	8%
2020 (N=119)	46%	45%	7%	2%	91%	9%
2021 (N=116)	60%	35%	3%	1%	95%	5%
Q20 The ability to understand how to analyze, interpret and use data to monitor student progress and adapt instructional practices	49%	36%	12%	2%	86%	14%
2019 (N=78)	41%	38%	17%	4%	79%	21%
2020 (N=119)	51%	37%	10%	2%	88%	12%
2021 (N=116)	55%	34%	10%	1%	89%	11%
Q21 In-depth knowledge of theory and strategies that supports all students in meeting learning goals	48%	41%	8%	2%	89%	11%
2019 (N=78)	39%	48%	10%	3%	87%	13%
2020 (N=119)	49%	39%	9%	2%	89%	11%
2021 (N=116)	56%	36%	6%	2%	92%	8%
Q22 The ability to understand and apply educational and instructional policies	50%	44%	6%	0%	94%	6%
2019 (N=78)	36%	57%	6%	0%	94%	6%
2020 (N=119)	52%	42%	5%	1%	94%	6%
2021 (N=116)	60%	34%	6%	0%	94%	6%

My SUNY Oswego education provided me with:	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree
Q23 The ability to reflect on work as a professional	64%	34%	2%	0%	98%	2%
2019 (N=78)	55%	44%	1%	0%	99%	1%
2020 (N=119)	65%	30%	5%	0%	95%	5%
2021 (N=116)	70%	30%	0%	0%	100%	0%
Q24 The ability to work with other school professionals to plan and jointly facilitate learning for all students	59%	33%	6%	1%	93%	7%
2019 (N=78)	52%	38%	9%	1%	90%	10%
2020 (N=119)	60%	33%	7%	0%	93%	7%
2021 (N=116)	65%	30%	3%	1%	96%	4%
Q25 An understanding of schools and organizations to work across systems to support learning needs of diverse students	50%	41%	7%	2%	91%	9%
2019 (N=78)	36%	50%	12%	3%	86%	14%
2020 (N=119)	54%	40%	4%	2%	94%	6%
2021 (N=116)	57%	35%	7%	1%	92%	8%
Q26 The ability to use best research practices that employs data (qualitative and/or quantitative) to support student learning.	60%	30%	9%	1%	90%	10%
2021 (N=116)	60%	30%	9%	1%	90%	10%
Q27 The ability to employ high quality data analysis to develop supportive P-12 school settings.	47%	38%	13%	1%	85%	15%
2021 (N=116)	47%	38%	13%	1%	85%	15%
Q28 The ability to apply appropriate professional, legal, and ethical standards.	59%	37%	4%	0%	96%	4%
2021 (N=116)	59%	37%	4%	0%	96%	4%