



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 are from data collected in 2019, 2020, 2021 and 2022 and include completers from initial and advanced education programs. Table 1 outlines details related to the iterations of data collection. Table 2 contains the results and highlighted statements indicating a link to completer effectiveness and impact on P-12 learning and development. The School of Education will continue to collect this survey data annually.

Table 1: Alumni Survey Data Collection Details

Iteration	Year of Graduation	# of Alumni Invited to Participate	# of Response	Response Rate
2019	2014, 2016, and 2018	390	78	20%
2020	2015, 2017, and 2019	525	119	23%
2021	2016, 2018, and 2020	610	116	19%
2022	2017, 2019, and 2021	609	64	11%
Total		2,134	377	18%

Table 2: Alumni Survey Results

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%	47%	1%	1%	98%	2%
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%
2022 (n=64)	49%	49%	0%	2%	98%	2%
Q2 The knowledge and skills necessary to work with English language learners	29%	42%	20%	9%	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%
2022 (n=64)	31%	40%	22%	7%	71%	29%
Q3 The knowledge and skills necessary to work with students with disabilities	36%	45%	14%	4%	82%	18%
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%
2022 (n=64)	39%	44%	15%	3%	82%	18%
Q4 An understanding and respect for student, family, and community diversity	61%	36%	3%	0%	96%	4%
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%
2022 (n=64)	64%	27%	9%	0%	91%	9%

My SUNY Oswego education provided me with:	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree
Q5 The ability to facilitate and promote a safe learning environment	64%	34%	2%	0%	98%	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%
2022 (n=64)	65%	32%	2%	2%	97%	3%
Q6 The ability to use various techniques to facilitate positive student behavior	49%	41%	9%	2%	89%	11%
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%
2022 (n=64)	52%	35%	11%	2%	87%	13%
Q7 The ability to engage families and community in meaningful ways to ensure all students are successful	45%	42%	11%	2%	88%	12%
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%
2022 (n=64)	44%	37%	18%	2%	81%	19%
Q8 The ability to foster positive social interactions and active engagement among students	53%	44%	3%	0%	97%	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%
2022 (n=64)	52%	44%	3%	0%	97%	3%
Q9 The ability to actively engage students in meeting learning objectives	52%	43%	4%	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%
2022 (n=64)	52%	46%	2%	0%	98%	2%

My SUNY Oswego education provided me with:	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree
Q10 The ability to create a positive environment that supports learning and development for all students	58%	40%	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%
2022 (n=64)	56%	43%	2%	0%	98%	2%
Q11 An understanding of how to effectively use technology to enhance teaching and promote active engagement in learning	47%	41%	9%	2%	88%	12%
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%
2022 (n=64)	47%	39%	10%	5%	85%	15%
Q12 In-depth knowledge and understanding of content	53%	40%	6%	1%	93%	7%
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%
2022 (n=64)	53%	39%	6%	2%	92%	8%
Q13 The ability to facilitate learning experiences that make content accessible and meaningful to all students	50%	45%	4%	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%
2022 (n=64)	52%	45%	3%	0%	97%	3%
Q14 Facilitate students' literacy development (e.g. reading, writing, speaking, and listening)	44%	44%	10%	2%	88%	12%
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%
2022 (n=64)	46%	39%	11%	5%	84%	16%

My SUNY Oswego education provided me with:	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree
Q15 The ability to integrate technology and digital media into practice	47%	41%	10%	2%	88%	12%
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%
2022 (n=64)	44%	45%	10%	2%	89%	11%
Q16 The knowledge to connect concepts and use multiple perspectives to engage students in problem-solving	48%	45%	6%	1%	94%	6%
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%
2022 (n=64)	42%	53%	5%	0%	95%	5%
Q17 The ability to design, select and use a range of assessment tools to evaluate and document student learning growth	51%	39%	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%
2022 (n=64)	47%	44%	8%	2%	90%	10%
Q18 The ability to demonstrate behavior that supports fairness and the belief that all students can learn	61%	36%	3%	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%
2022 (n=64)	55%	39%	6%	0%	94%	6%
Q19 Knowledge of a variety of methods that enhance students' critical thinking and problem-solving skills	48%	45%	6%	1%	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%
2022 (n=64)	48%	48%	5%	0%	95%	5%

My SUNY Oswego education provided me with:	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree
Q20 The ability to understand how to analyze, interpret and use data to monitor student progress and adapt instructional practices	49%	38%	11%	2%	87%	13%
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%
2022 (n=64)	46%	46%	8%	0%	92%	8%
Q21 In-depth knowledge of theory and strategies that supports all students in meeting learning goals	49%	40%	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%
2022 (n=64)	52%	38%	8%	2%	90%	10%
Q22 The ability to understand and apply educational and instructional policies	49%	44%	6%	1%	93%	7%
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%
2022 (n=64)	46%	44%	8%	2%	90%	10%
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%
2022 (n=64)	63%	35%	2%	0%	98%	2%
Q24 The ability to work with other school professionals to plan and jointly facilitate learning for all students	58%	34%	7%	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%
	54%	38%	8%	0%	92%	8%

My SUNY Oswego education provided me with:	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree & Agree	Strongly Disagree & Disagree
Q25 An understanding of schools and organizations to work across systems to support learning needs of diverse students	50%	40%	8%	2%	90%	10%
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%
2022 (n=64)	54%	32%	11%	3%	86%	14%
Q26 The ability to use best research practices that employs data (qualitative and/or quantitative) to support student learning.	55%	35%	9%	1%	90%	10%
2021 (N=116)	60%	30%	9%	1%	90%	10%
2022 (n=64)	49%	41%	10%	0%	90%	10%
Q27 The ability to employ high quality data analysis to develop supportive P-12 school settings.	47%	38%	14%	1%	86%	14%
2021 (N=116)	47%	38%	13%	1%	85%	15%
2022 (n=64)	48%	38%	14%	0%	86%	14%
Q28 The ability to apply appropriate professional, legal, and ethical standards.	58%	37%	5%	0%	95%	5%
2021 (N=116)	59%	37%	4%	0%	96%	4%
2022 (n=64)	57%	37%	6%	0%	94%	6%