

Keene State College Alumni Survey Data Analysis

In April of 2013, the Keene State College Educator Preparation program requested 688 alumni respond to their survey via email regarding employment status, satisfaction within given areas of their fields of study and overall satisfaction with their program of study while a student at Keene State College. Seventy-one alumni responded.

At this time only 14.08% of the respondents have completed a graduate program at a different institution and 25.35% are currently enrolled in a graduate program at an alternate institution.

Of the 10.32% of Keene State College Alumni who responded to the survey nearly all, 98.59%, are currently employed. 94.37% are employed in the Education Profession and 88.37% describe themselves with full time employment. The majority, 71.83%, describe their current position as a teacher. The remaining respondents describe their current employment in a range from most employed as, to least employed as; other, paraprofessionals, counselors, administrators and tutors.

When asked if their current employment position was related to their undergraduate field of study, 76.06% indicated that it was "Closely related," and 19.72% said "Somewhat Related."

Lastly, the alumni respondents were asked that if they were in a position to hire personnel would they want a Keene State College graduate working for them. 27.27% respondents indicated that they were neutral for the hiring process. Respectively, 34.09% and 38.64% indicated that they "Strongly Agreed," and "Agreed," that they would want to hire a Keene State graduate.

Knowledge

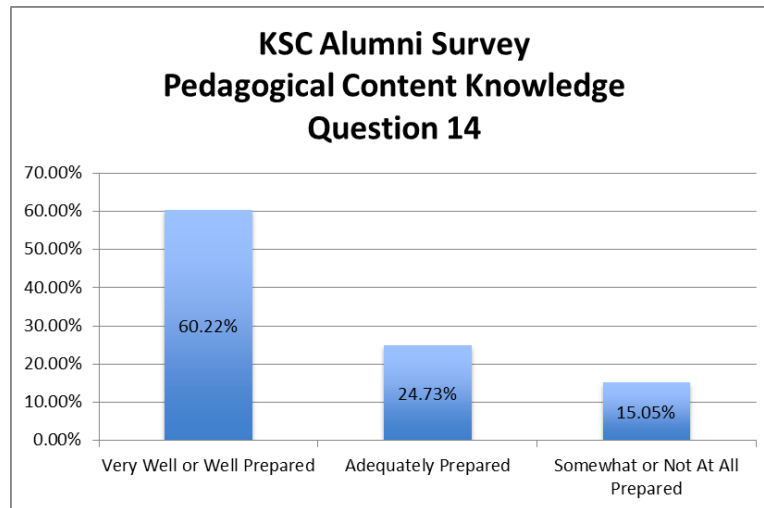
Alumni survey respondents indicated that the majority, 80.00%, felt that they were either “Very Well” or “Well” prepared by their program at Keene State College to demonstrate content knowledge in their field.

The majority of responding alumni felt that they were either “Very Well” or “Well” prepared by their program which enabled them to demonstrate *pedagogical knowledge* and understanding of a variety of instructional strategies, the integration of technology into practice, and theories related to pedagogy and learning. When asked, 64.79% of alumni respondents indicated that they felt either “Well,” or “Adequately” prepared to demonstrate *pedagogical content knowledge* of the major concepts and theories related to assessing student learning.

Continuing, the majority of alumni felt that they were either “Very Well” or “Well” prepared by their program while a student at Keene State College to demonstrate their *professional and pedagogical knowledge* through an understanding of school, family and community contexts in which they currently are employed and the major schools of thought about schooling, teaching and learning. When asked, the alumni respondents felt that they were either “Well” or “Adequately” prepared to demonstrate their *professional and pedagogical knowledge* of current research, legal issues and policies related to schooling, teaching, learning and best practices. And, 48.57% of alumni respondents felt that they were “Adequately” or “Somewhat” prepared to demonstrate their *professional pedagogical knowledge* of federal, state, and local laws and regulations affecting schools, staff, and students as appropriate to their role in their employment.

Over 70% of alumni respondents indicated that they felt “Very Well” or “Well” prepared to demonstrate their *knowledge of students* through child and adolescent development and the unique differences inherent of all learners, as well as, prepared to demonstrate their *knowledge of resources* in their given field.

Pedagogical Content Knowledge (Question 14)



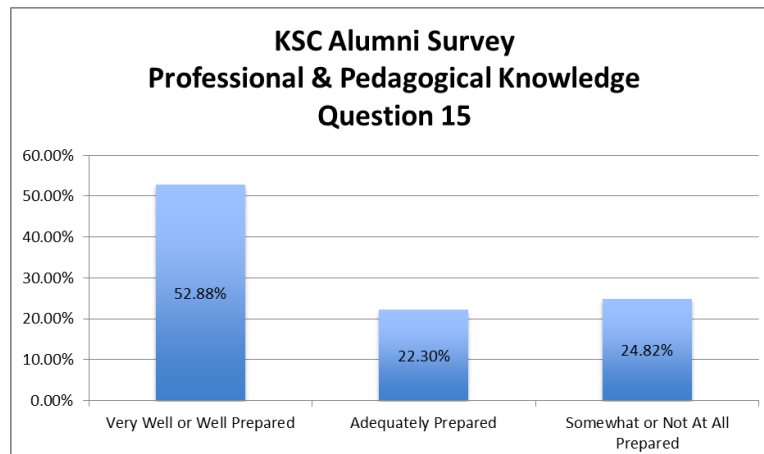
100% of the alumni who responded to the survey answered the question:

“How well did your program prepare you to demonstrate Pedagogical Content Knowledge through an understanding of:

- **a variety of instructional strategies**
- **the integration of technology into practice**
- **theories related to pedagogy and learning**
- **the major concepts and theories related to assessing student learning?”**

The majority of responding alumni, 62.22%, indicated that they felt very well to well prepared to demonstrate Pedagogical Content Knowledge in all of the above areas. Of the remaining respondents, 24.73%, felt that they were adequately prepared and only 15.05% of respondents felt somewhat or not at all prepared.

Professional and Pedagogical Knowledge (Question 15)



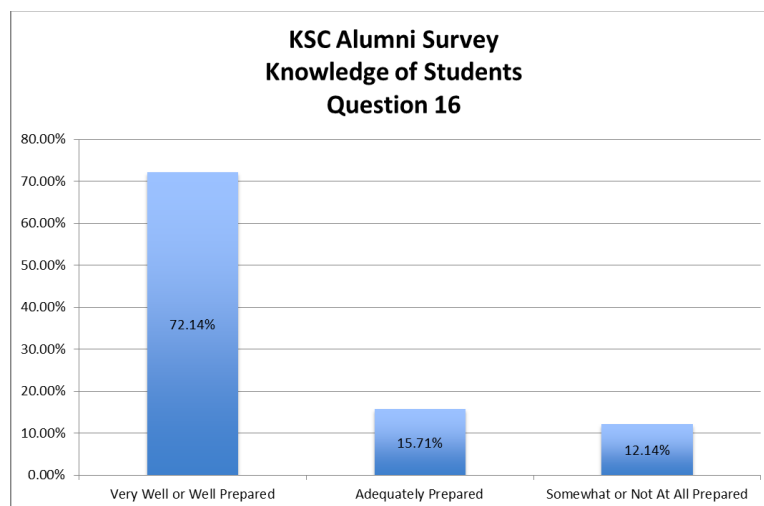
100% of the alumni who responded to the survey answered the question:

“How well did your program prepare you to demonstrate Professional and Pedagogical Knowledge through an understanding of:

- **the school, family, and community contexts in which you work**
- **the major schools of thought about schooling, teaching, and learning**
- **current research, legal issues, and policies related to schooling, teaching, learning, and best practices**
- **federal, state, and local laws and regulations affecting schools, staff, and students as appropriate to your role?”**

Once again, the majority of responding alumni, 52.88%, indicated that they felt very well to well prepared to demonstrate Professional and Pedagogical Knowledge in all of the above areas. Of the remaining respondents, 22.30%, felt that they were adequately prepared and only 24.82% of respondents felt somewhat or not at all prepared.

Knowledge of Students (Question 16)



100% of the alumni who responded to the survey answered the question:

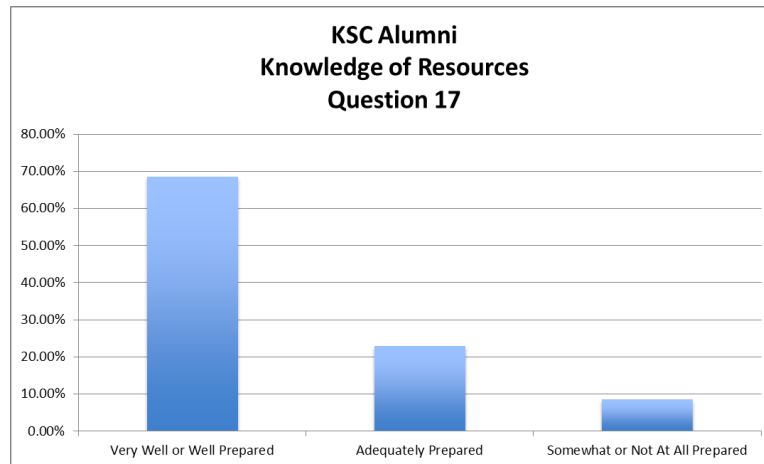
“How well did your program prepare you to demonstrate Knowledge of Students through an understanding of:

- **child and adolescent development**
- **the unique differences of learners (i.e., skills, knowledge, language proficiency, interests, cultural heritage, disability)?**

The vast majority of responding alumni, 72.14%, indicated that they felt very well to well prepared to demonstrate Knowledge of Students through an understanding of

child and adolescent development and the unique differences of all learners. Of the remaining respondents, 15.71%, felt that they were adequately prepared and only 12.14%% of respondents felt somewhat or not at all prepared.

Knowledge of Resources (Question 17)



100% of the alumni who responded to the survey answered the question:
“How well did your program prepare you to demonstrate Knowledge of Resources – the resources in your field of study?”

The vast majority of responding alumni, 68.57%, indicated that they felt very well to well prepared to demonstrate a Knowledge of Resources in their field of study. Of the remaining respondents, 22.86%, felt that they were adequately prepared and only 8.57% of respondents felt somewhat or not at all prepared.

Skills

When Keene State College alumni were questioned as to how well, or not, they felt prepared by their program to *develop a learning environment* by establishing a culture for learning; implementing effective operational procedures; effectively managing student behavior; and by organizing the physical space for safety and accessibility to learning, the vast majority of responding alumni felt “Very Well” or “Well” prepared.

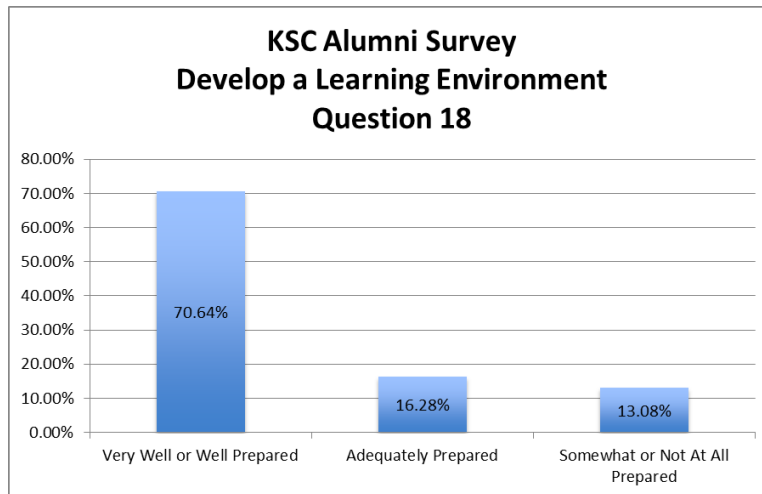
Similarly, the vast majority of responding alumni indicated that they felt “Very Well” or “Well” prepared by their program to *create meaningful learning experiences for all students* by considering the school, family and community contexts and the prior experience of the students; by selecting developmentally appropriate instructional outcomes; by designing differentiated instruction as appropriate for individual learners; by collaborating with colleagues and your professional community; and by utilizing school and community resources.

When responding alumni were questioned how well their program prepared them to *promote student learning* by using a broad range of instructional strategies, by engaging students in learning, and by demonstrating flexibility and responsiveness the majority indicated that they felt “Very Well” or “Well” prepared. However, when alumni were asked how well their program prepared them to *promote student learning* by integrating a variety of technologies into practice the respondents responses indicated that they felt “Very Well,” “Well,” and “Adequately” prepared.

Once again, the majority of alumni responded “Very Well” or “Well” prepared when asked how they felt that their program prepared them to *impact student learning* by designing student assessments; by using assessment in instruction; and by using reflection to critique one’s own performance, set goals and implement change. Alumni responded to the question of how well their program prepared them to *impact student learning* by maintaining accurate records most indicated “Well” to “Adequately” prepared. When alumni were questioned how well their program prepared them to *impact student learning* by using data to inform decision making the majority indicated they felt “Adequately” to “Somewhat” prepared.

As with most of the questions the alumni responded to, the majority indicated that they felt “Very Well” or “Well” prepared to *contribute to the school community* by taking leadership in team work, group projects, and decision making; by applying professional/organizational standards/principals to analyze issues and solve problems in school settings; and by effectively communicating with students, families, colleagues, and communities. When alumni were questioned how well their program prepared them to *contribute to the school community* by analyzing educational research findings and incorporate new information into your practice as appropriate the answers were decidedly mixed. 30.99% indicated that they felt “Adequately” prepared, while 26.76% felt “Very Well” prepared by their programs.

Develop a Learning Environment (Question 18)



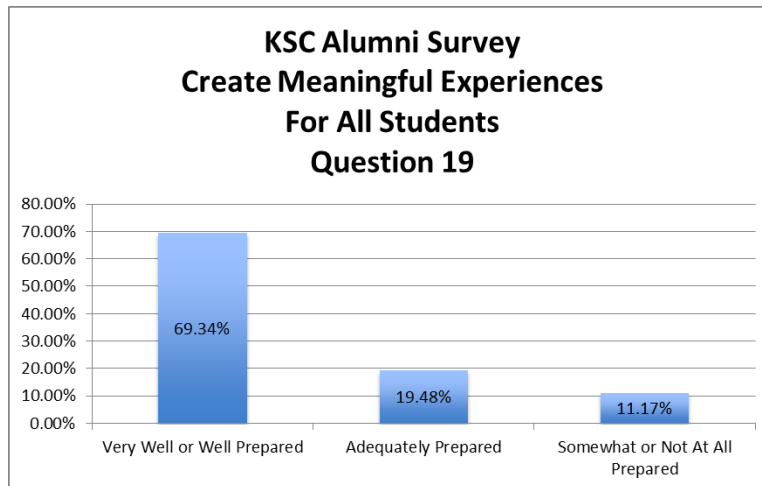
An average of 97.89% of the alumni who responded to the survey answered the question:

"How well did your program prepare you to Develop a Learning Environment by:

- **creating an environment of respect and rapport**
- **establishing a culture for learning**
- **implementing effective operational procedures**
- **effectively managing student behavior**
- **organizing physical space for safety and accessibility to learning?"**

Once again, the vast majority of responding alumni, 70.64%, indicated that they felt very well to well prepared to Develop a Learning Environment in the above questioned areas. Of the remaining respondents, 16.28%, felt that they were adequately prepared and only 13.08% of respondents felt somewhat or not at all prepared.

Create Meaningful Learning Experiences (Question19)



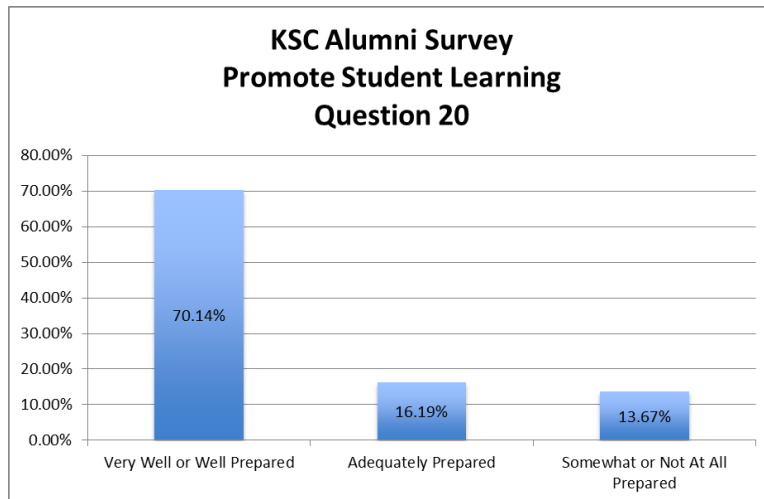
An average of 99.3% of the alumni who responded to the survey answered the question:

“How well did your program prepare you to Create Meaningful Learning Experiences for All Students by:

- **considering the school, family, and community contexts and the prior experience of students**
- **selecting developmentally appropriate instructional outcomes**
- **designing differentiated instruction as appropriate for individual learners**
- **collaborating with colleagues and your professional community**
- **utilizing school and community resources?”**

Once again, the vast majority of responding alumni, 69.34%, indicated that they felt very well to well prepared to Create Meaningful Learning Experiences for All Students in the above highlighted areas. Of the remaining respondents, 19.48%, felt that they were adequately prepared and only 11.17% of respondents felt somewhat or not at all prepared.

Promote Student Learning (Question 20)



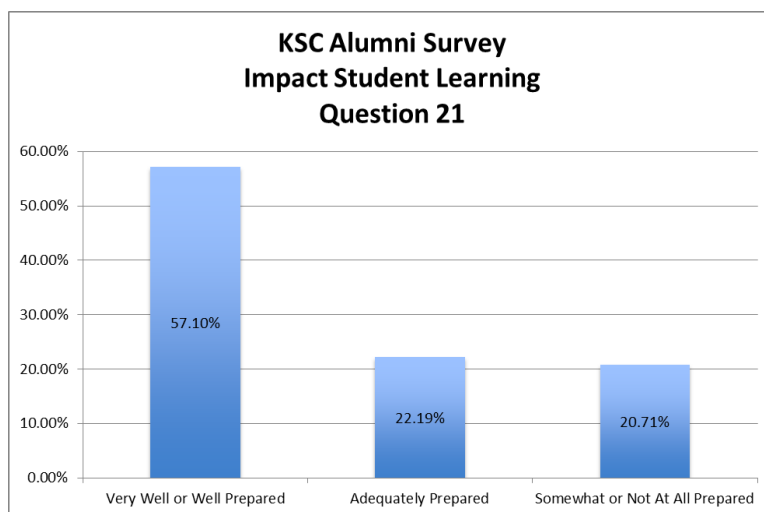
An average of 99.3% of the alumni who responded to the survey answered the question:

“How well did your program prepare you to Promote Student Learning by:

- **using a broad range of instructional strategies**
- **engaging Students in Learning**
- **demonstrating Flexibility and Responsiveness**
- **integrating a variety of technologies into practice”**

The majority of responding alumni, 70.14%, indicated that they felt very well to well prepared to Promote Student Learning in the above questioned areas. Of the remaining respondents, 16.19%, felt that they were adequately prepared and only 13.67% of respondents felt somewhat or not at all prepared to Promote Student Learning in the above questioned areas.

Impact Student Learning (Question 21)



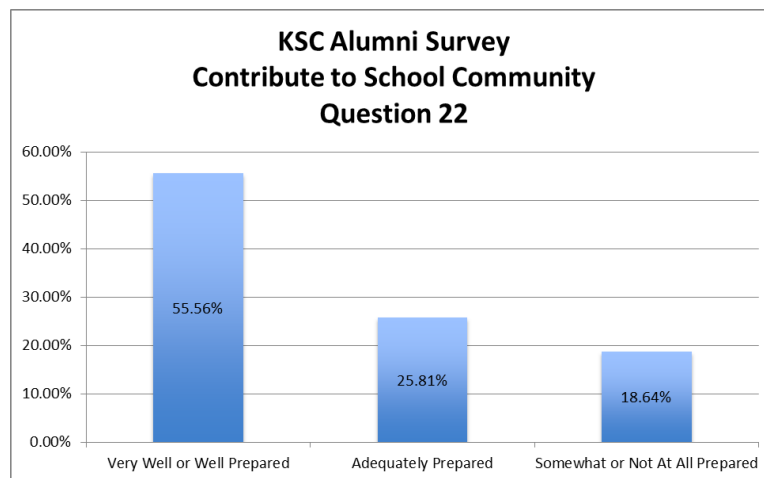
An average of 99.3% of the alumni who responded to the survey answered the question:

“How well did your program prepare you to Impact Student Learning by:

- **designing student assessments**
- **using assessment in instruction**
- **maintaining accurate records**
- **using data to inform decision making**
- **using reflection to critique one’s own performance, set goals, and implement change?”**

The majority of responding alumni, 57.10%, indicated that they felt very well to well prepared to Impact Student Learning in the above questioned areas. Of the remaining respondents, 22.19%, felt that they were adequately prepared and only 20.71% of respondents felt somewhat or not at all prepared to Promote Student Learning in the above questioned areas.

Contribute to the School Community (Question 22)



An average of 100% of the alumni who responded to the survey answered the question:

“How well did your program prepare you to Contribute to the School Community by:

- **taking leadership in team work, group projects, and decision making**
- **by applying professional/organizational standards/principles to analyze issues and solve problems in school settings**
- **by effectively communicating with students, families, colleagues, and communities**
- **analyzing educational research findings and incorporate new information into your practice as appropriate?”**

The majority of responding alumni, 55.56%, indicated that they felt very well to well prepared to Contribute to a School Community in the above questioned areas. Of the remaining respondents, 25.81%, felt that they were adequately prepared and only 18.64% of respondents felt somewhat or not at all prepared to Contribute to the School Community in the above questioned areas.

Dispositions

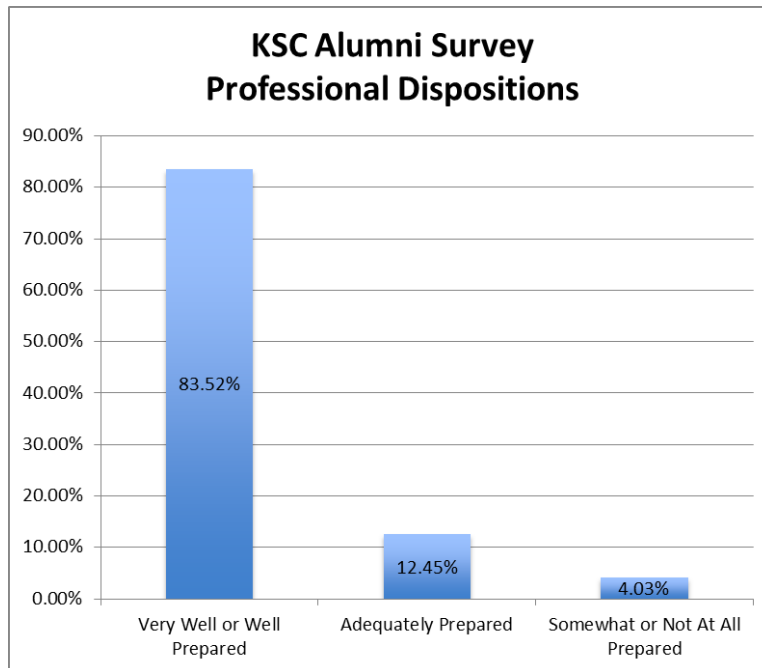
The vast majority of Keene State College alumni respondents indicated that they felt their program prepared them “Very Well” to *demonstrate professional dispositions*: by exhibiting clear and accurate communication skills; by being able to work cooperatively and collaboratively; by presenting an appropriate professional appearance and demeanor; by exhibiting enthusiasm and passion for students and teaching; by being committed to lifelong learning and service to the community; by demonstrating clear understanding of legal and moral obligations of the profession; by using reflection to critique teaching performance, set goals, and implement change showing receptiveness to feedback, constructive criticism and evaluation; and by demonstrating fairness and a belief that all students can learn.

Once again, the vast majority of responding alumni indicated that their program prepared them “Very Well” when questioned if their program prepared them to *demonstrate personal dispositions*: by demonstrating understanding of and being open to diverse perspectives; by demonstrating respect, empathy, and caring for others; by accepting responsibility for one’s own actions; by being present, punctual, and prepared; by demonstrating consistent integrity and honesty; by exhibiting a willingness to work diligently to achieve success; and by holding high expectations and standards of one’s self.

95.77% of respondents indicated that “Yes” they would recommend Keene State College to an individual who was interested in an educator preparation program.

93.06% of respondents indicated that they “Strongly Agreed” or “Agreed” that they would recommend Keene State College to family members or friends as a good place to attend college.

Professional Dispositions (Question 23)



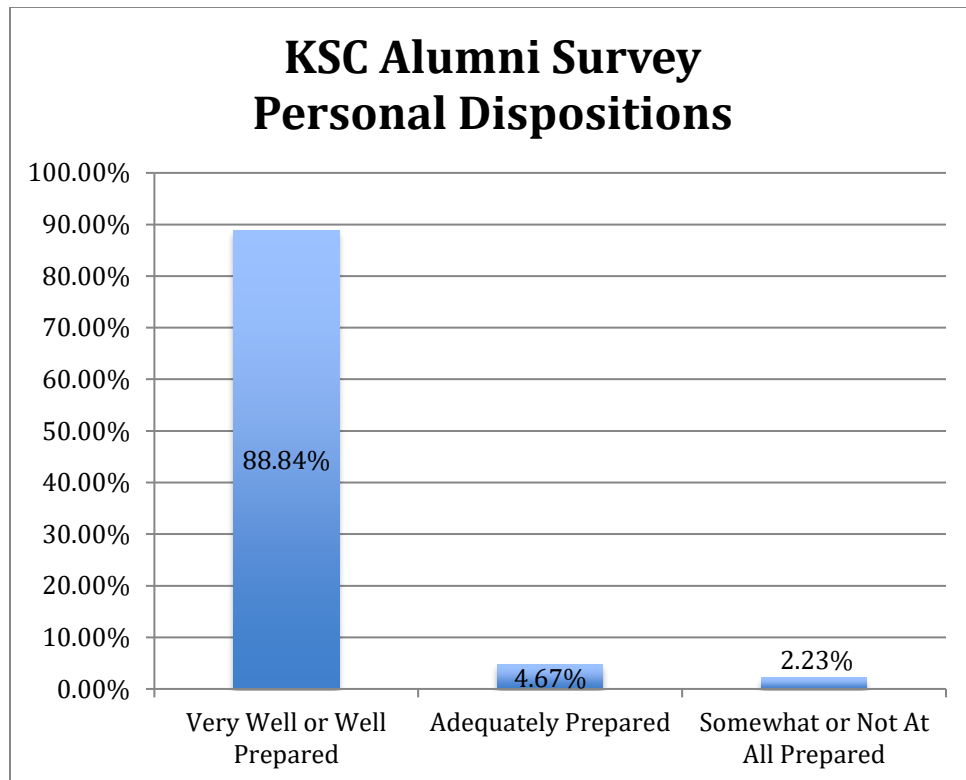
An average of 97.18% of the alumni who responded to the survey answered the question:

“How well did your program prepare you to demonstrate Professional Dispositions by:

- **exhibiting clear and accurate communication skills (e.g., listening, writing, speaking)**
- **working cooperatively and collaboratively**
- **presenting appropriate professional appearance/demeanor**
- **exhibiting enthusiasm and passion for students and teaching**
- **being committed to lifelong learning and service to the community (school, district, larger community, etc.)**
- **demonstrating clear understanding of legal and moral obligations of the profession**
- **using reflection to critique teaching performance, set goals, and implement change showing receptiveness to feedback, constructive criticism, and evaluation**
- **demonstrating fairness and a belief that all students can learn?”**

The vast majority of responding alumni, 83.52%, indicated that they felt very well to well prepared to demonstrate Professional Dispositions as asked in the above questioned areas. Of the remaining respondents, 12.45%, felt that they were adequately prepared and only 4.03% of respondents felt somewhat or not at all prepared to demonstrate Professional Dispositions.

Personal Dispositions (Question 24)



An average of 98.59% of the alumni who responded to the survey answered the question:

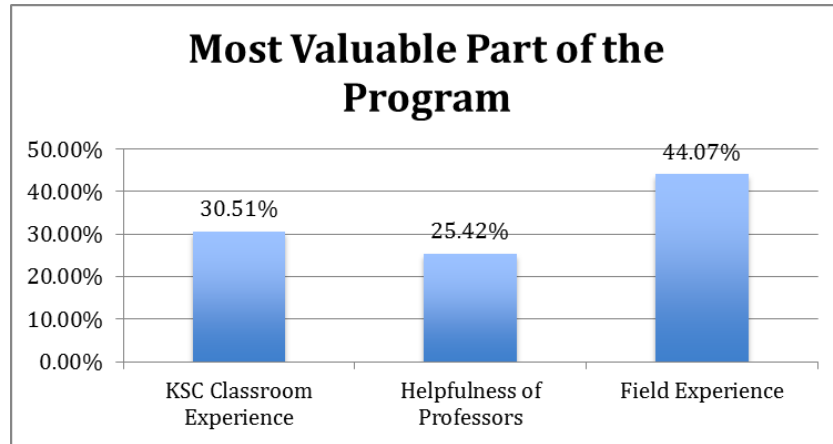
“How well did your program prepare you to demonstrate Personal Dispositions by:

- **demonstrating understanding of and being open to diverse perspectives**
- **demonstrating respect, empathy, and caring for others**
- **accepting responsibility for own actions**
- **being present, punctual, and prepared**
- **demonstrating consistent integrity and honesty**
- **exhibiting a willingness to work diligently to achieve success**
- **holding high expectations and standards of self?”**

The vast majority of responding alumni, 88.84%, indicated that they felt very well to well prepared to demonstrate Personal Dispositions as asked in the above questioned areas. Of the remaining respondents, 4.67%, felt that they were adequately prepared and only 2.23% of respondents felt somewhat or not at all prepared to demonstrate the Personal Dispositions mentioned above.

Comments

What did you find most valuable about your program? (Question 41)



84.7% of the Alumni Survey respondents replied to Question 41.

Of these, 44.07% felt that the field experience that they gained outside of the classroom were the most valuable part of their program as represented by the comment:

- “The constant interaction with students. Being exposed to students and classroom settings immediately following admission to teacher program.”

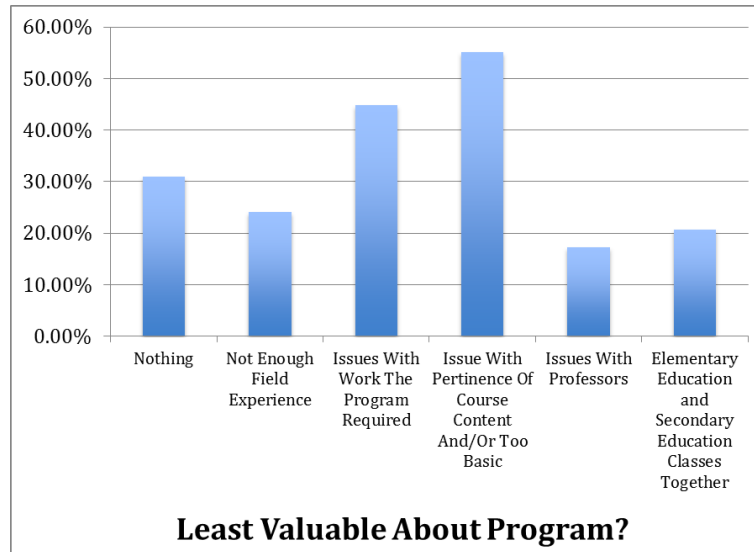
30.51% replied that what they learned inside the KSC classroom held the most value for them as represented by the comment:

- “Very valuable program, the commitment to behavior management and professionalism stood out.”

The remaining 25.42% replied that the helpfulness of the KSC professors was the most valuable for them as represented by the comments:

- “The Education Department at KSC was always very informative and helpful. I still keep in contact with professors due to their devotion to students and teaching.”
- “The KSC Education professors were committed to teaching future educators about diversity in the classroom as far as race, family socioeconomic status, sex, etc. Since I came from a small town, I appreciated the professors opening my mind in a respectful, nurturing manner.”

What did you find least valuable about your program? (Question 42)



77.8% of the Alumni Survey respondents replied to Question 42.

Of these, 44.83% felt that certain courses did not hold value and were not pertinent to their program or felt that they were too basic as represented by the comments:

- “ESEC 100 and the next two courses. The content could easily have been combined and tailored...”
- “I found the first few courses in the education requirements to be very basic and honestly a waste of time. I think this would be a great time to discuss legal issues, work load, interview and resume strategies with pre-service teachers.”

Another 46.43% indicated that work which was necessary by required courses was not valuable to their program as represented by the comments:

- “Portfolio development, it has never been opened by any hiring committee.”
- “... I also believe that we spent too much time focused on curriculum design...”

24.14% replied that they would have desired more field experience as represented by the comment:

- “Everything was valuable, however I wish there was more field experience.”

20.69% of respondents felt that some of the courses they took were not as valuable as they desired because they combined elementary education with secondary education majors as represented by the comment:

- “I was studying secondary education and was never in a class about secondary education. I was always with elementary education teachers and learned about children 0-8 years old.”

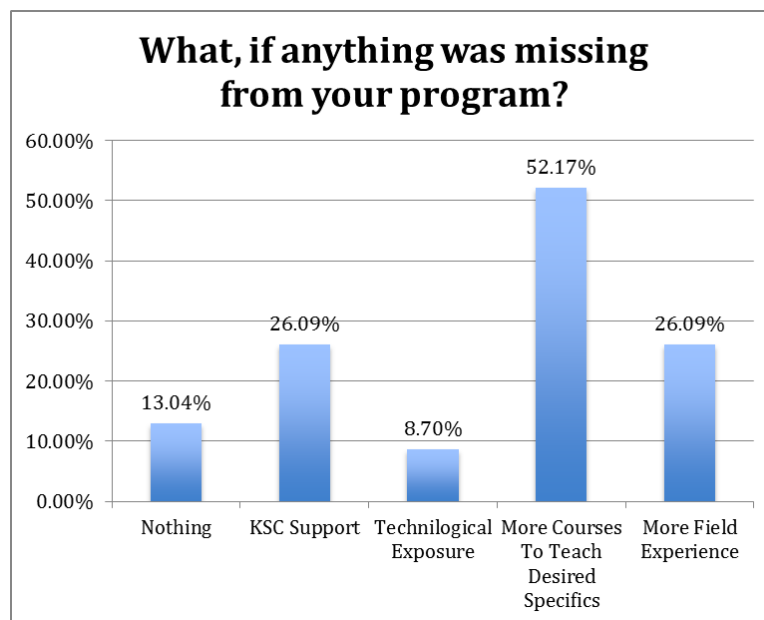
31.03% felt that everything was valuable to them and would not have left anything out as represented by the comment:

- “I believe the whole program was very valuable. I can't pick one thing out that was not. It did prepare me to be in the education field.”

The remaining 17.24% of the respondents replied that specific professors were the least valuable part of their program as represented by the comments:

- “Communication between Cooperating School and College Professors...”
- “The amount of time spent with our advisors.”

What, if anything, was missing from your program? (Question 43)



80.55% of the Alumni Survey respondents replied to Question 43 with the majority indicating that they wish they had had more courses directed at specific areas.

52.17% of the respondents would have liked to have further classes or study in areas ranging from school law to behavioral studies to classroom management to tutorials for specific state exams.

- “I feel that Students should be required to take a course on legal issues specifically in regards to education both at the elementary and secondary level. I had not seen an I.E.P. or 504 plan or know anything about them throughout my time at Keene State College. I feel that in this course pre-service teachers should be given a lesson and be asked to remediate and/or extend the lesson for those students needing additional support. I also feel that within this "legal course" there should be some talk about contracts and unions (Pros and cons) and what pre-service teachers can and should expect to hear from their soon to be colleagues.”
- “I did not feel there was enough work with classroom management and building A classroom environment with students.”
- “Preparing you for particular state certification exams.”

Calculating at 26.09%, in two categories, alumni reflected that they felt that they desired more field experience and/or had desired more support from KSC professors.

An example statement from the Alumni Survey which indicated a desire for more field experience was:

- “More time in the classroom with a real class of students.”

An example from the Alumni Survey reflecting an opinion of lack of support is:

- “Professors with secondary education experience. I was halfway through the ESEC program before I had a professor who had any experience teaching at the secondary level. Most of the professors were Elementary based.”

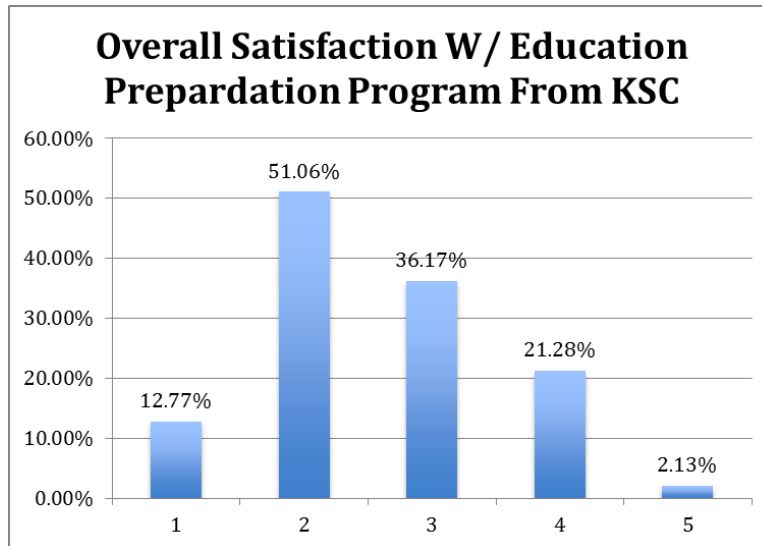
8.70% of respondents indicated that they felt more technological exposure would have been beneficial to their program of instruction.

- “More learning and practice with technology and programs that teachers use in schools today (educate, infinite Campus, Power School, etc.).”

13.04% of the responding alumni felt that nothing was missing from their program. One such respondent indicated:

- “Nothing that I can recall.”

Overall, how satisfied are you with the preparation you received from your Educator Preparation program at KSC? (Question 44)



86% of alumni who responded to the Alumni Survey responded to question #44 and the majority indicated that they were satisfied to extremely satisfied. Of those, 51.06% indicated that they were very satisfied with their Educator Preparation program. A given example is:

- “Very satisfied. I feel I got a well-rounded education that did a good job of preparing me for the teaching world.”

12.77% of respondents indicated that they were extremely satisfied with their experience through the Educator Preparation program. One respondent indicated:

- “Extremely satisfied. I like to think that I am a very energetic, passionate, and effective teacher. I owe a lot of that to my education at Keene State.”

36.17% of respondents stated that they felt satisfied with their Educator Preparation program at KSC. A quote from one of the alumni respondents stated:

- “I feel satisfied. I would recommend the program to others, however there is little that I feel can really prepare you for the profession. Every district is unique and there are very few things that I directly brought along with me into the classroom.”

Of the remaining respondents 21.28% felt somewhat satisfied with their program and 2.13% indicated that their satisfaction was not applicable to their program as demonstrated by their response:

- “I had already been teaching, enrolled in KSC program to obtain master’s degree. My teaching preparation came from my previous experience.” A quote from one of the alumni surveyed stated “I was relatively satisfied. I highly recommend getting education students into the classroom as early as possible.”

****Please note all question numbers refer the aggregate data with no comments document.**