

SUNY Old Westbury Alumni Survey Results: Fall 2016

The new Alumni Survey was first administered in Fall 2016 and captured data from the previous three years of alumni. However, the survey will be administered biannually in the future and will thus capture two years of alumni per survey. The next survey will be administered during the Fall 2018 semester. Of the **352** Fall 2012-Spring 2015 alumni who were sent the survey, **61** alumni responded, for a response rate of **17.3%**. The alumni were asked their satisfaction with how they were prepared for a wide range of teaching responsibilities. Data indicate widespread satisfaction with the School of Education, although the School of Education has been addressing technology and assessment, the two areas where satisfaction was lowest. More detailed results are below.

N=61

PROMPT 1 - How **SATISFIED** were you with this component of the School of Education preparation:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
FOUNDATIONS. Knowledge of philosophies and history of education, as they relate to current practices of education.	55%	45%	0%	0%
RESEARCH. Knowledge and use of educational research base to inform teachers' pedagogy.	38%	53%	6%	4%
SUBJECT MATTER. Knowledge of discipline and its interaction with other subject areas; ability to promote critical thinking in students and self; ability to develop and deepen content knowledge and pedagogy.	45%	45%	6%	4%
LEARNING AND DEVELOPMENT. Deep knowledge of human development and its significant relationship to theories of learning, assessment, motivation and pedagogy.	37%	58%	2%	4%
REFLECTIVE SKILLS. Analytic knowledge and process skills, allowing teachers to critique, refine, and adjust their teaching in order to incorporate effective instructional strategies for all learners.	41%	45%	12%	2%
TECHNOLOGIES. Knowledge and skills in the use of instructional technologies appropriate to teachers' fields of study and pedagogy.	34%	48%	12%	6%
PEDAGOGICAL AND PROFESSIONAL SKILLS. Knowledge of methods and techniques that support work with all students; knowledge of effective instructional planning, based upon knowledge of human development,	35%	55%	6%	4%

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
community, and context; knowledge of effective classroom management practices.				
ASSESSMENT. Knowledge of formative and summative assessment instruments; the ability to develop, administer, and carefully interpret assessments; highly developed analytic skills necessary to critique assessments.	40%	42%	12%	6%
DISPOSITIONS Highly developed intellectual, moral, ethical, and social commitments that underscore teachers' understanding of their roles and influences on learners and their communities, as well as their own professional roles, responsibilities, and professional advocacy.	37%	54%	6%	4%
DIVERSITY. Knowledge and understanding of the cultural, racial, religious, economic, and sexual-orientation backgrounds, as well as dis/abilities that learners bring to the classroom and the ability to use this knowledge to develop instructional strategies that promote student learning and success.	43%	49%	4%	4%
COLLABORATION AND INITIATIVE. Commitment to developing meaningful relationships with colleagues; families; commitment to continuous professional improvement, and advocacy for educational reform.	40%	48%	8%	4%

PROMPT 2 - Based on your experiences as a teacher, how USEFUL is this component of the School of Education program in preparing teachers:

	Very Useful	Useful	Slightly Useful	Not Useful
FOUNDATIONS. Knowledge of philosophies and history of education, as they relate to current practices of education.	39%	39%	18%	4%
RESEARCH. Knowledge and use of educational research base to inform teachers' pedagogy.	48%	40%	19%	4%
SUBJECT MATTER. Knowledge of discipline and its interaction with other subject areas; ability to	59%	31%	6%	4%

	Very Useful	Useful	Slightly Useful	Not Useful
promote critical thinking in students and self; ability to develop and deepen content knowledge and pedagogy.				
LEARNING AND DEVELOPMENT. Deep knowledge of human development and its significant relationship to theories of learning, assessment, motivation and pedagogy.	37%	51%	6%	6%
REFLECTIVE SKILLS. Analytic knowledge and process skills, allowing teachers to critique, refine, and adjust their teaching in order to incorporate effective instructional strategies for all learners.	47%	43%	4%	6%
TECHNOLOGIES. Knowledge and skills in the use of instructional technologies appropriate to teachers' fields of study and pedagogy.	47%	43%	4%	6%
PEDAGOGICAL AND PROFESSIONAL SKILLS. Knowledge of methods and techniques that support work with all students; knowledge of effective instructional planning, based upon knowledge of human development, community, and context; knowledge of effective classroom management practices.	50%	29%	15%	6%
ASSESSMENT. Knowledge of formative and summative assessment instruments; the ability to develop, administer, and carefully interpret assessments; highly developed analytic skills necessary to critique assessments.	41%	41%	14%	4%
DISPOSITIONS Highly developed intellectual, moral, ethical, and social commitments that underscore teachers' understanding of their roles and influences on learners and their communities, as well as their own professional roles, responsibilities, and professional advocacy.	43%	41%	8%	8%
DIVERSITY. Knowledge and understanding of the cultural, racial, religious, economic, and sexual-orientation backgrounds, as well as dis/abilities that learners bring to the classroom and the ability to use this knowledge to develop instructional strategies that promote student learning and success.	46%	35%	15%	4%
COLLABORATION AND INITIATIVE. Commitment to developing meaningful relationships with colleagues; families; commitment to continuous professional improvement, and advocacy for educational reform.	41%	49%	6%	4%