



## Alumni Survey Overview

### February 2026

#### Introduction/Overview

The Keene State College Educator Preparation Office conducted an alumni survey from August 1, 2025, to January 2, 2026, to gather feedback from recent completers of its Educator Preparation Programs (EPP). The purpose was to evaluate program effectiveness, identify strengths, and highlight areas for improvement to ensure continuous quality enhancement aligned with professional standards. Email reminders were sent out weekly. See the Appendix for [survey questions](#)

#### Methodology

The survey was created in Qualtrics and was distributed to Educator Preparation Program (EPP) completers from the past five years (2019-2024). Questions addressed demographic data, preparedness across professional standards, challenges faced, and satisfaction levels. Respondents were invited to participate in follow-up focus groups for deeper insights.

#### Overview of Responses

Many alumni praised faculty relationships, early classroom experiences, faculty support, an emphasis on differentiation and inclusion, and the sense of pride as KSC Alumni. Concerns included lesson-planning format versus real-world practice, behavior management, teaching reading literacy, and technology integration. Alumni commented on the need for more in-depth instruction in special education, earlier in-classroom time, and more opportunities to learn and practice communication skills, as well as difficulties with job searches and challenges with the Praxis tests. Respondents expressed interest in learning more about school district pay steps and teacher contracts, as well as understanding expectations from school leadership.

**Year of Completion** – Respondents graduated between 2019 and 2024. The largest groups were from 2024 (26%) and 2020 (22%)

Year	Respondents
2024	19
2023	15
2022	8
2021	12
2020	16
2019	2

**Programs Completed** - Most respondents completed Elementary Education (K-6) (42%), followed by Social Studies (18%) and English Language Arts and Secondary Mathematics (both 11%). Other programs included Middle School Mathematics, Science, Music, and Physical Education.

<b>Respondents Program Completed</b>	
<b>72 Respondents</b>	
<b>Program</b>	<b>Respondents</b>
Elementary Education (K-6)	30
English Language Arts (5-12)	8
Social Studies (5-12)	13
Middle School Mathematics (5-8)	3
Secondary Mathematics (7-12)	8
Science (5-8)	1
Life Sciences/Chemistry (7-12)	2
Music Education (K-12)	5
Physical Education (K-12)	2

**Alumni Characteristics** – The table below gives some additional characteristics of the alumni respondents.

<b>Characteristic</b>	<b>Details (%)</b>
Employment Status	Employed in Licensure Area: 79%, Not Employed: 21%
School Type	Public: 97%, Other: 3%
Teaching Location	NH: 54%, MA: 17% VT: 11%, CT: 11%, RI: 3%, Other: 3%
Setting	Suburban: 40%, Rural: 31%, Urban: 29%

**EPP Preparedness** – The Keene State College Educator Preparation Programs use domains and elements grounded in The Danielson Framework for Teaching (2007/2022), the INTASC Model Core Teaching Standards, and the NHED Standard 610.02 to guide candidate development and assess readiness for professional practice.

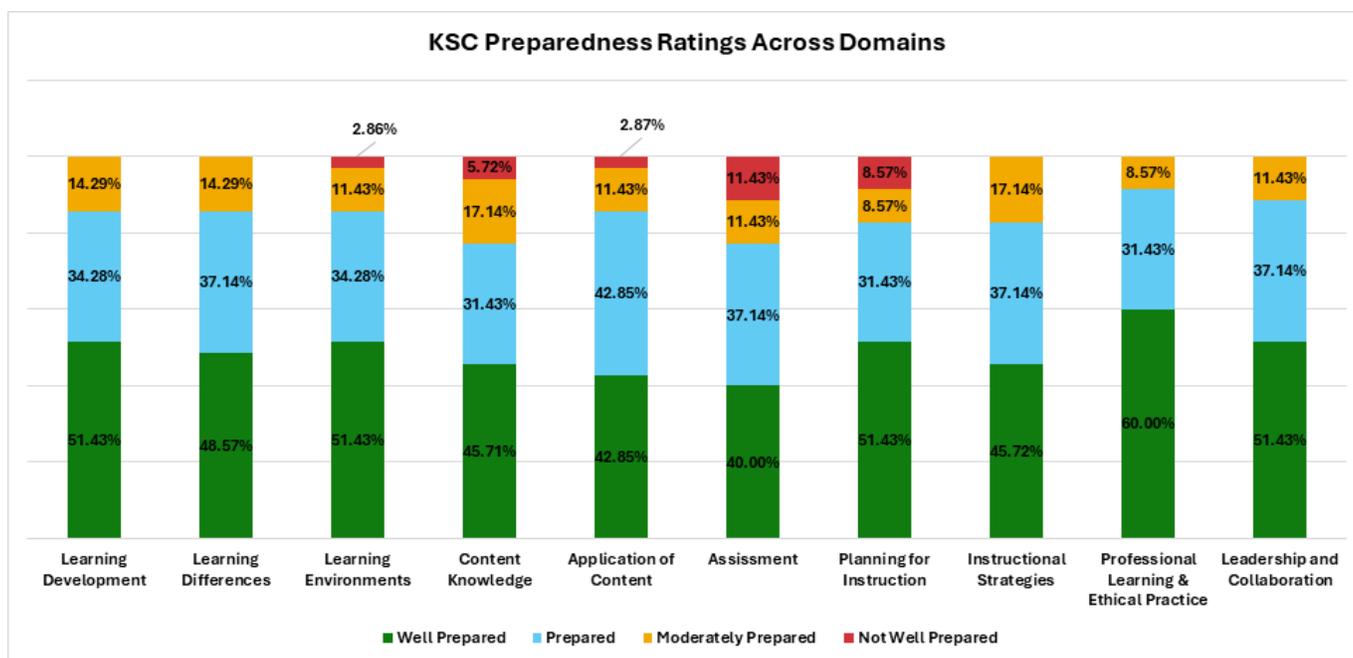
The chart below provides a visual summary of candidate preparedness across the 10 standards aligned with these frameworks, illustrating the proportion of candidates rated Well Prepared, Prepared, Moderately Prepared, or Not Well Prepared in each domain. The results show clear trends: “Well Prepared” is the dominant rating in nearly all areas, indicating that most candidates demonstrate strong readiness across core professional competencies.

The “Prepared” category accounts for a substantial share, suggesting that while candidates meet expectations in many areas, some continue to develop toward higher proficiency.

“Moderately Prepared” and “Not Well Prepared” percentages remain low, reflecting limited concerns and indicating that only a small subset of candidates may require targeted support.

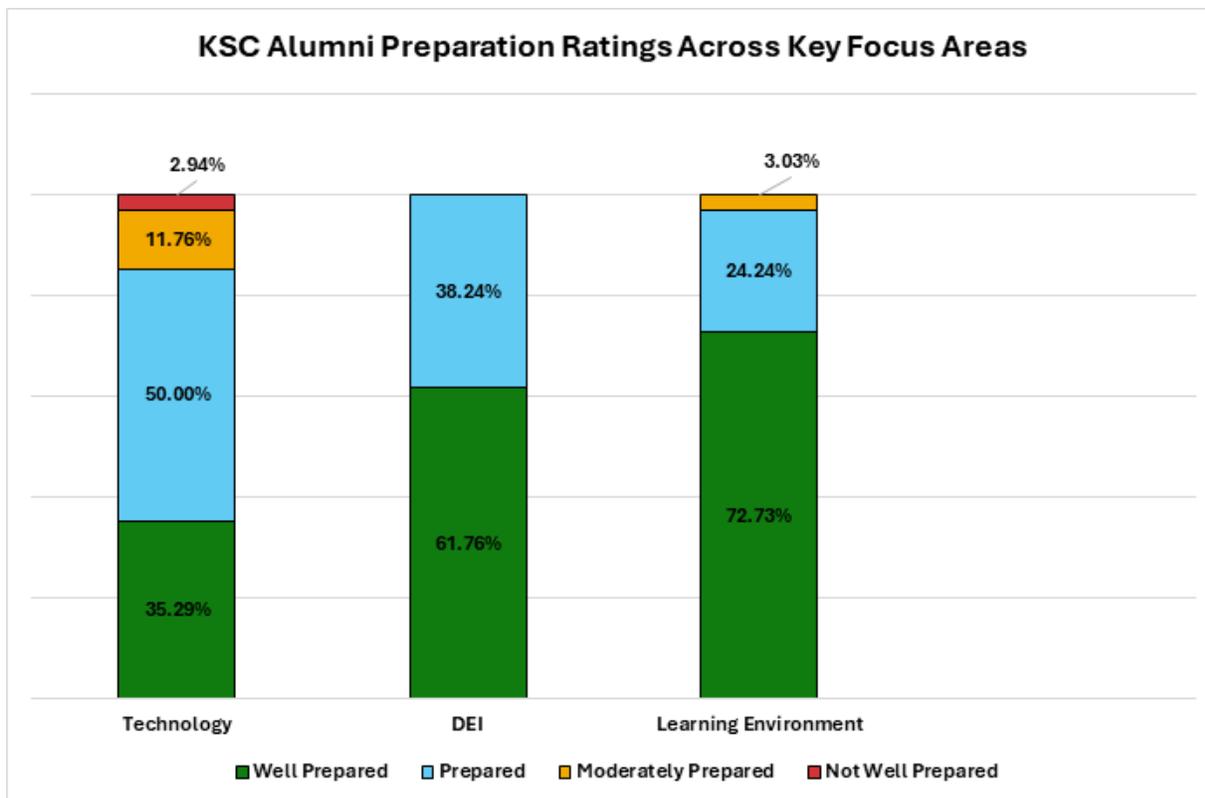
Standards such as *Professional Learning & Ethical Practice* and *Instructional Strategies* show particularly strong results, while areas like *Assessment* and *Content Knowledge* display slightly more distribution across categories—helpful for identifying potential focus areas for program improvement.

Please see the [Appendix](#) (Question 11) for a description of each standard.



**EPP Alumni Preparedness Across Key Focus Areas** - The chart below shows that alumni feel strongly prepared in DEI and in creating safe, positive learning environments—areas reinforced by comments describing meaningful discussions about identity, inclusive teaching strategies, and strong modeling of student-centered practices. Graduates consistently highlighted how well the program supported their ability to build relationships, foster a sense of belonging, and understand diverse learners.

Technology preparation, while generally positive, was more uneven. Several alumni noted that hands-on training varied, with some receiving strong exposure to technical training while others reported minimal or inconsistent instruction. Many expressed a desire for more structured, practical preparation with everyday classroom technologies. Overall, the data and feedback suggest clear strengths in DEI and learning environment preparation, with technology emerging as the primary opportunity for more consistent, intentional support.



## Themes

### Strengths

- "I felt extremely well prepared after my time at Keene State College... I was taught how to meet every student where they are at while challenging them to do their absolute best."
- "I loved the smaller cohorts—it made for a much more meaningful experience."

### Challenges

- "I wish KSC offered behavior/routine classes to better prepare me for the field."
- "We did not get taught technology at all. Maybe here and there for specific lessons, but that's it."
- "The lesson planning process within the program at KSC is vastly different from what is done in the 'real world' of teaching."

## Summary of Results

Overall, alumni responses reflect strong satisfaction with the KSC Educator Preparation Program, with most graduates reporting that they felt *'well prepared'* or *'prepared'* across core teaching standards. Many highlighted the program's supportive faculty, meaningful classroom experiences, and strong foundation in inclusive practice. Several also noted that KSC's reputation contributed positively during the hiring process and that they entered the classroom feeling confident as first-year teachers. Satisfaction levels were consistently high, with no respondents indicating dissatisfaction.

Alumni did identify opportunities to strengthen the program. Alumni noted that they wanted more preparation in areas such as behavior management, literacy instruction, family communication, and real-world teaching expectations. Many also suggested earlier and more varied and diverse clinical experiences and additional practical supports such as Praxis preparation and basic guidance on professional responsibilities.

Despite these suggestions, alumni consistently expressed pride in their experience and appreciation for the program's overall impact.

### **Next Steps/Action Plans**

- Increase classroom management training and strategies for diverse behaviors.
- Provide training in technology integration and practical applications.
- Align lesson planning requirements more closely with real-world expectations.
- Expand literacy instruction, particularly the science of reading.
- Offer Praxis preparation support and guidance on certification processes.
- Curriculum Review: Incorporate feedback into the program redesign, with a focus on practical skills and technology.
- Professional Development: Develop workshops for alumni on classroom management and technology.
- Enhanced Field Experiences: Increase early and varied classroom placements.
- Communication Skills: Add modules on family engagement and collaboration.
- Continuous Feedback: Conduct annual surveys and focus groups to support ongoing improvement.

## APPENDIX

### 1. Survey Questions

Q1 In what year did you complete your Education Preparation Program at Keene State College?

- 2024
- 2023
- 2022
- 2021
- 2020
- 2019

Q2 Which Educator Preparation Program(s) did you complete at KSC? (Please choose all that apply)

- Elementary Education (K-6)
- English Language Arts for grades 5-12
- Social Studies for grades 5-12
- Middle School Mathematics for grades 5-8
- Secondary Mathematics for grades 7-12
- Science for grades 5-8
- Life Sciences/Chemistry for grades 7-12
- Music Education (K-12)
- Physical Education (K-12)

Q3 Are you currently employed as an educator in the area of licensure in which you were prepared at KSC?

Yes

No

Q4 Please share any challenges you encountered becoming an educator.

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Q5 Please indicate the type of school where you are currently employed.

Public

Private

Charter

Other \_\_\_\_\_

Q9 In which state are you currently teaching?

NH

VT

MA

CT

RI

ME

NY

Other \_\_\_\_\_

Q10 In what setting are you currently teaching?

Rural

Urban

Suburban

Other \_\_\_\_\_

Q11 The Keene State College Educator Preparation Programs use domains and elements based on the Danielson Framework (2007/2022), INTASC Standards, and NHED Standard 610.02 to prepare future educators. Based on this work, please rate how well your educator preparation program prepared you in the following area using the scale below:

**Well Prepared:** Upon graduation the program prepared me well, providing the necessary knowledge, skills, materials, and experience to effectively lead a classroom.

**Prepared**: The program provided the necessary

**Well prepared**

**Prepared**

**Moderately prepared**

**Not well prepared**

knowledge,  
skills, materials,  
and/or  
experience to  
effectively lead a  
classroom.

**Moderately  
Prepared: The**

program  
provided some  
of the necessary  
knowledge,  
skills, materials,  
and experience  
to effectively  
lead a  
classroom.

**Not Well**

**Prepared: The**  
program did not  
provide the  
necessary  
knowledge,  
skills, materials,  
and experience  
to effectively  
lead a  
classroom.

Below the matrix  
you will find a  
comment box.

We look forward  
to learning more  
about your  
experiences and  
are particularly  
interested in  
areas where you  
felt you were not  
well

**Learner**

**Development -**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.



**Learning**

**Differences -**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.



**Learning**

**Environments -**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.



**Content**

**Knowledge -**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.



**Application of**

**Content** - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.



**Assessment** -

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.



**Planning for**

**Instruction** - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.



**Instructional**

**Strategies** - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.



**Professional Learning and Ethical Practice -**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.



**Leadership and Collaboration -**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.



Q12 Referencing the standards above, please share any comments regarding your experience in the educator preparation program. We look forward to all of your comments and are particularly interested in learning more about areas where you feel you were **not well prepared**.

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Q13 Referencing the standards above, please share any comments regarding your experience in the educator preparation program. We look forward to all of your comments and are particularly interested in learning more about areas where you feel you were **well prepared**.

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Q14 Keene State College Educator Preparation Programs have the following areas of focus: technology and diversity, equity, and inclusion. Please rate your overall preparation to meet the needs of all students in your classroom: **Well Prepared**: Upon graduation the program prepared me well, providing the necessary knowledge, skills, materials, and experience to effectively lead a classroom. **Prepared**: The program provided the necessary knowledge, skills, materials, and/or experience to effectively lead a classroom. **Moderately Prepared**: The program provided some of the necessary knowledge, skills, materials, and experience to effectively lead a classroom. **Not Well Prepared**: The program did not provide the necessary knowledge, skills, materials, and experience to effectively lead a classroom. Below the matrix you will find a comment box. We look forward to learning more about your experiences and are particularly interested in areas where you felt you were not well prepared.

Well Prepared

Prepared

Moderately  
Prepared

Not Well  
Prepared

The first area of focus of the Keene State College Educator Preparation Programs is **technology**.

Please rate your overall preparation to use technology to meet the needs of all students.

A second area of focus of the Keene State College Educator Preparation Program is **diversity, equity, and inclusion**.

Please rate your overall preparation to meet the needs of all students in your classroom.

Please rate your overall preparation to **create a safe and positive learning environment**.

Q15 Please share any comments regarding your experience in the educator preparation program regarding the three focused areas mentioned above. We look forward to all of your comments and are particularly interested in learning more about areas where you feel you were **not well prepared**.

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Q16 Please share any comments regarding your experience in the educator preparation program regarding the three focused areas mentioned above. We look forward to all of your comments and are particularly interested in learning more about areas where you feel you were **well prepared**.

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Q17 Overall, how satisfied are you with your undergraduate educator preparation program at Keene State College?

- Very Satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied