

## 2024-25 CAEP Annual Accountability Measuring One: Student-Learning Growth

To track our completers' impact on student learning, each year since 2019 we analyze student growth data. We collected our most recent data at the end of the 2024-25 academic year (AY). We have survey questions in our Lewis & Clark GSEC Alumni Survey to collect data on formative/summative assessments used by our alumni, and student-learning growth in their classrooms. When we began this data collection, we vetted the questions to our alums, current students, faculty, and supervisors. Based on review of the feedback we received (and continue to receive via the survey responses), we adjust the questions to better capture our alumni use of assessments in their practice, when applicable. The following questions are asked of our program completers in our annual GSEC Alumni Survey sent to all alumni one- and three-years post-graduation in July of each AY. We share these data on an annual basis on our website and with program directors who then review, and when applicable, act on the responses.

Questions:

**Q: How prepared were you to use a variety of assessments (e.g., observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths and needs?**

Scale:

- Not at all (0)
- Somewhat (1)
- Sufficiently (2)
- Exceedingly (3)

**Q: Do you regularly use formative/summative assessments in your classroom?**

- Yes/No

If yes, Q: What type of formative/summative assessment(s) do you most often use in your work? (Description of assessment(s), how and when administered, what is measured, etc.)

**Q: Which assessments are most effective at measuring student learning growth?**

**Q: What have you learned about your students' learning growth through formative/summative assessments?**

**Q: Based on the assessments, what percentage of your students are meeting an expected level of student-learning growth?**

Multiple-choice:

- 0-19% of students meeting an expected level of student-learning growth
- 20-39% of students meeting an expected level of student-learning growth
- 40-59% of students meeting an expected level of student-learning growth
- 60-79% of students meeting an expected level of student-learning growth
- 80-100% of students meeting an expected level of student-learning growth

## 2025 Survey Responses

We have had a decline in survey respondents post COVID. We strive to have every alumnus provide us with a response to use to make improvements to their program and the GSEC. Please note that this survey had a limited number of respondents. As such, the findings are intended for informational purposes only and may not represent the views of the entire population. Data collected is used for internal analysis to guide future research, and all responses are treated anonymously and confidentially. Results from the 2025 GSEC Alumni survey show the following:

Regarding the question, “How prepared were you to use a variety of assessments (e.g., observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths and needs?”

With an average of 2.67 (SD=0.47), respondents indicated they were prepared to use a variety of assessments to track student growth.

Regarding the question, “Do you regularly use formative/summative assessments in your classroom?” 100% of respondents answered “Yes”.

Regarding which assessments they felt are most effective at measuring student learning growth they mentioned a variety of assessments. Examples include:

- Transition assessments
- projects and labs
- using the Oregon Early Learning Standards
- Conferencing with students
- IRLA STAR Assessments OSAS

Regarding responses to the question, “What have you learned about your students’ learning growth through formative/summative assessments?”, alumni mention varying types of summative assessments keep students from feeling drained by their work, that it's easy for students to slip through the cracks if you're not checking in on them every lesson, and student's do not read my written feedback, students mostly are motivated by numbers not understanding rubrics, need concrete examples to understand what is asked of them, and mostly adjust in the moment, unfortunately with 22-34 students in class one cannot give enough individual feedback in a class to benefit all students.

Regarding the question, “Based on the assessments, what percentage of your students are meeting an expected level of student-learning growth?” Respondents reported the percentage of their students meeting expected levels of learning growth. Of the students in their classroom,

- 20-39% of students meeting an expected level of student-learning growth
- 40-59% of students meeting an expected level of student-learning growth: **25%**
- 60-79% of students meeting an expected level of student-learning growth: **25%**
- 80-100% of students meeting an expected level of student-learning growth: **50%**
- Not applicable in my current work