



**ASSESSMENT REPORT FOR
ALUMNI SURVEY**

LAST UPDATED: MARCH 18, 2025

Assessment: Alumni Survey

Introduction

In fall 2024, the Alumni Survey was used by the initial EPP programs to assess how well the EPP's initial licensure programs have equipped GSEHD graduates with the necessary skills and knowledge for success in education-related positions. This report includes the following cycle of data: pilot (fall 2023) and regular administration (fall 2024). The Alumni Survey was sent via email to participants identified by EPP faculty on November 13, 2024 with two reminders sent on November 21, 2024 and November 29, 2024. Due to a low N, faculty re-sent an invitation for alumni to participate in early 2025 and the resulting data set improved.

Purpose and Administration

The Alumni Survey is an EPP-created assessment which measures the perceptions of graduates of the program in relation to the four InTASC categories. A review of the survey responses will identify areas of strength and improvement within the school's curriculum and play a vital role in informing strategic decisions taken by the school and university. The EPP administers this each fall and subsequent longer-term administrations are being planned.

Alumni Survey Alignment with Standards

InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

CAEP Standards/Component: 1.1, 1.2, 1.4, 1.5, 4.4, 5.2, 5.4

Assessment Description

The 2023 Alumni Survey was adapted from a peer institution's survey and is based on a 17 item, 4 point likert scale directly aligned to InTASC standards. The demographic questions preceding the likert scale allowed the EPP to disaggregate data by program, graduation year, licensure area, and type of current employment. The likert scale points are assigned as follows: 4; Strongly Agree; 3=Agree; 2: Disagree; 1; Strongly Disagree. These surveys have a direct alignment to the standards and are set up for ease of data collection and analysis.

Aggregated assessment data for all candidates are analyzed by the InTASC category. The mean and standard deviation are displayed by cycle of data, by program. Data summaries also include meeting or exceeding minimum percentages for all candidates, licensure area, and program for each cycle of data.

Assessment Quality Overview

CAEP Criteria for Evaluation of EPP-Created Surveys

After the initial instrument was piloted in fall 2023, the QASC met in January of 2024 to assess the instrument using the CAEP guidelines. Individual faculty reported their assessment along the 11 items of CAEP Criteria and then the full QASC provided input on the questions with intent of revising the instrument for administration in fall 2024. The instrument was subsequently updated to address areas of concern, especially clear instructions and clarity of language. In spring 2024, the EPP Advisory Board was sent the survey instrument (updated version) and the data collection for asking for feedback on the 11 items of the CAEP Criteria for EPP Created Surveys. The instrument noted improvement from the faculty review, indicating to the EPP that the clarity lacking from the original that the faculty had noted had been addressed.

CAEP Criteria for Evaluation of Alumni Survey Table of Results

Criteria	Yes-Faculty Yes-EPP Advisory Board	No-Faculty No-EPP Advisory Board
Administration and Purpose		
1- The point or points when the survey is administered during the preparation program are explicit.	2 4	4 4
2- The purpose of the survey and its use are specified and appropriate.	6 8	0 0
3- Instructions provided to survey respondents about what they are expected to do are informative and unambiguous.	5 7	1 1
Survey Content		
6- Questions or topics are explicitly aligned with aspects of the EPP's mission as well as CAEP, InTASC, national, professional, or state standards as appropriate.	6 8	0 0
7- Individual items have a single subject; language is unambiguous.	1 8	5 0
8- Leading questions are avoided.	6 8	0 0
9- Items are stated in terms of behaviors or practices instead of opinions, whenever possible.	6 8	0 0
10- Surveys of dispositions make clear to candidates how the survey is related to effective teaching	4 8	2 0
Data Quality		
11- The point or points when the survey is administered during the preparation program are explicit. Rating scale choices must be clear and have balanced keying (same number of positive and negative options in Likert scale).	5 8	1 0
12- Feedback provided to the EPP is actionable.	5 8	1 0
13- EPP provides evidence that questions are piloted to determine that respondents interpret them as intended and modifications are made as needed.	0 8	6 0
Total N=6 Faculty Total N=8 EPP Advisory Board		

Analysis of Pilot Data

In fall 2023, the instrument was piloted with 53 responses collected. This included 4 Early Childhood Special Education, 14 Elementary Education, 6 Special Education for Children with EBD, 8 GW Teach, and 21 Other (likely made up of alumni from programs that either have been sunset or alumni representing more than one program).

The means and standard deviations for the Likert items aligned to InTASC were all collected and all means were above 3.44 indicating consistent agreement that preparation programs were effective in preparing educators for their current roles (See Table below). Additionally, in aggregate, across all InTASC standards, 86 % or more of respondents indicate agreement or strong agreement regarding their preparation for the item. The QASC is continuing to examine individual items for any needed improvement.

The aggregate and program disaggregated results are in the table below.

Fall 2023 Pilot Data

Survey Question	ECSE	Elem. Ed.	GWTeach	CEBD	Aggregate
I understand 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 (InTASC 1).	3.0	3.82	3.5	3.5	3.59
I design and implement developmentally appropriate and challenging learning experiences (InTASC 1).	3.25	3.58	3.75	3.33	3.59
I use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC 2).	3.25	3.42	3.75	3.67	3.61
I work with others to create environments that support individual and collaborative learning (InTASC 3).	3.5	3.75	3.75	3.5	3.67
I work with others to create environments that encourage positive social interaction, active engagement in learning, and self motivation (InTASC 3).	3.5	3.67	3.75	3.83	3.72

Survey Question	ECSE	Elem. Ed.	GWTeach	CEBD	Aggregate
I understand the central concepts, tools of inquiry, and structures of the discipline(s) I teach (InTASC 4).	3.67	3.5	3.63	3.5	3.6
I create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (InTASC 4).	3.33	3.58	3.5	3.33	3.56
I understand 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 (InTASC 5).	3.67	3.42	3.38	3.17	3.49
I understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the learner's and my decision making (InTASC 6).	3.67	3.25	3.63	3.5	3.56
I plan 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 (InTASC 7).	3.67	3.33	3.63	3.33	3.49
I understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections (InTASC 8).	3.67	3.25	3.63	3.5	3.53
I build skills to apply knowledge in meaningful ways (InTASC 8).	3.67	3.58	3.63	3.5	3.62
I engage in ongoing professional learning (InTASC 9).	3.67	3.5	3.5	3.5	3.58
I use evidence to continually evaluate my practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community) (InTASC 9).	3.67	3.42	3.38	3.33	3.47
I adapt practice to meet the needs of each	3.33	3.58	3.5	3.33	3.56

Survey Question	ECSE	Elem. Ed.	GWTeach	CEBD	Aggregate
learner (InTASC 9).					
I seek appropriate leadership roles and opportunities to take responsibility for student learning (InTASC 10).	3.67	3.33	3.38	3.17	3.44
I collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession (InTASC 10).	3.67	3.5	3.75	3.5	3.62

The QASC revised the instrument based upon the pilot data (see both versions for changes), including the instrument and the data collection methods. For instance, demographic questions such as race and gender were added and licensure areas were updated. The instructions were updated to better reflect the instrument’s intention to measure how graduates rate their preparation to engage in the tasks in their current role. Lastly, the QASC added questions about field experiences and open-ended questions to gather more data about the experiences of candidates.

Analysis of 2024 Survey

In fall 2024, the instrument was administered by the Department of Alumni Relations. The responses represented 5 Early Childhood Special Education, 0 Elementary Education, 3 Special Education for Children with EBD, and 8 GW Teach. The EPP plans to administer this survey from their own alumni records next year to increase the response rate.

The means and standard deviations for the Likert items aligned to InTASC were all collected and nearly all means were above 4.0 indicating consistent agreement that preparation programs were effective in preparing educators for their current roles (See Table below).

The aggregate and program disaggregated results are in the table below.

Fall 2024 Data

Survey Question	ECSE	Elem. Ed.	GWTeach	CEBD	Aggregate
I understand 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 (InTASC 1).	5.0		4.38	4.33	4.57

Survey Question	ECSE	Elem. Ed.	GWTeach	CEBD	Aggregate
I design and implement developmentally appropriate and challenging learning experiences (InTASC 1).	4.60		4.75	3.67	4.64
I use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC 2).	4.80		4.13	3.67	4.21
I work with others to create environments that support individual and collaborative learning (InTASC 3).	4.4		4.63	3.67	4.36
I work with others to create environments that encourage positive social interaction, active engagement in learning, and self motivation (InTASC 3).	4.4		4.25	3.0	4.14
I understand the central concepts, tools of inquiry, and structures of the discipline(s) I teach (InTASC 4).	4.6		4.75	4.0	4.57
I create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (InTASC 4).	4.6		4.5	3.33	4.43
I understand 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 (InTASC 5).	4.4		4.5	3.67	4.5
I understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the learner's and my decision making (InTASC 6).	4.8		4.75	4.33	4.71
I plan 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 (InTASC 7).	4.2		4.63	3.67	4.5

Survey Question	ECSE	Elem. Ed.	GWTeach	CEBD	Aggregate
I understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections (InTASC 8).	4.8		4.38	3.67	4.5
I build skills to apply knowledge in meaningful ways (InTASC 8).	4.4		4.75	4.0	4.57
I engage in ongoing professional learning (InTASC 9).	4.25		4.25	3.67	4.15
I use evidence to continually evaluate my practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community) (InTASC 9).	4.75		4.5	4.0	4.46
I adapt practice to meet the needs of each learner (InTASC 9).	4.75		4	3.67	4.23
I seek appropriate leadership roles and opportunities to take responsibility for student learning (InTASC 10).	4.5		3.63	2.67	3.69
I collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession (InTASC 10).	4.25		4	2.67	3.85

The EPP added open ended questions for the 2024 administration. The QASC then determined key themes which emerged from those data. They included: positive feedback on readiness for teaching, positive experiences with licensure, and ongoing affection for the GW experience.

Evidence Referenced in this Report

- GSEHD EPP Alumni Survey 2024 Data Analysis
- GSEHD EPP Alumni Survey Raw Data 2024
- GW Alumni Survey Results 2024
- GW Alumni Survey 2024

For additional information or questions, please contact Interim Director of Accreditation, Dr. Jennifer Clayton at claytonj@gwu.edu.