

# Initial Licensure Completer Survey VEAC Report

Virginia  
Education  
Assessment  
Collaborative

Radford University

2020-2021

## Virginia Education Assessment Collaborative

The Virginia Education Assessment Collaborative (VEAC) is a growing partnership between Educator Preparation Programs (EPP) in the Commonwealth of Virginia. Our purpose is to provide a centralized assessment structure for Virginia EPPs that standardizes and reduces the complexity of data collection for both the Virginia Department of Education (VDOE) and the Council for the Accreditation of Educator Preparation (CAEP).

## VEAC Steering Committee

### Chairs:

Jillian McGraw – University of Virginia  
Joel Hanel – University of Richmond

### Communications:

Adrienne Sullivan – George Mason University

### Committee Leadership:

Maggie Barber – Old Dominion University  
Kimberly Gaiters-White – Virginia Union University  
Matt Grimes – Radford University  
Alphonso Sealey – Virginia Union University  
Mandy Turner - University of Virginia  
Amy Thek – James Madison University  
Angie Wetzel – Virginia Commonwealth University

## Data Collection Process

VEAC partners submitted contact information for program completers to VEAC in January 2021. Initial recruitment for the survey was conducted on February 16, 2021 and was open with reminders through April 26, 2021.

## Survey Response Rates

For our 2020-2021 cycle, VEAC fielded the Completer Survey to program completers from 27 of the 28 EPP partners. Upon closing the survey in April 2021, VEAC collected 1,581 complete and partial responses (33% response rate).

For Radford University, the EPP had a 49% response rate on the VEAC Completer Survey based on the total number of contacts submitted to VEAC minus the number of failed/bounced emails.

# Overall Program Satisfaction

This section addresses the last item in the VEAC completers survey that asks “Overall, how satisfied are you with your preparation from [Radford University]?” Each respondent's institution of higher education (IHE) is embedded in their unique survey. Respondents could respond “**extremely dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, or extremely satisfied.**” On this overall satisfaction item, there were **1,374 responses.**

To find the average overall satisfaction, responses are coded, from 1 to 5. Higher values indicate more satisfaction, and lower values indicate more dissatisfaction. Table 1 provides descriptive statistics on this scaled version of the overall satisfaction item.

**Table 1: Overall Satisfaction Scaled Descriptive**

	Mean	Standard Deviation	Standard Error	Lower 95% CI from Mean	Upper 95% CI from Mean	N
Radford University	4.69	0.66	0.07	4.56	4.82	94
All VEAC	4.59	.70	.019	4.55	4.63	1,374

Item ranges from 1 - 5

# Completer Satisfaction on VUPS/InTASC

**Table 2: Tagged VUPS/InTASC Survey Items**

Respondents could respond “**Unacceptable, Developing/Needs Improvement, Proficient, or Exemplary.**” These performance level responses are based on the Uniform performance Standards for Teachers (VDOE, updated 3/2021).

“Based on your preparation at Radford University, how would you rate your performance in each of these teaching areas:

Item	EPP Mean	EPP N	VEAC Mean	VEAC Mean - 95% CI	VEAC Mean + 95% CI	VEAC N
A: Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	3.34	93	3.31	3.28	3.33	1,367
B: Plans using state standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.	3.32	93	3.25	3.22	3.28	1,359
C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	3.43	93	3.37	3.34	3.40	1,371
D: Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	3.12	93	3.13	3.09	3.16	1,367
E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.	3.49	93	3.49	3.46	3.52	1,371
F: Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	3.62	93	3.59	3.57	3.62	1,369
G: Work results in acceptable, measurable, and appropriate student academic progress.	3.25	93	3.27	3.23	3.30	1,368
H: Selects technologies, informed by research, to promote learning for all students.	3.29	93	3.27	3.24	3.31	1,364

I: Integrates technology into instructional materials.	3.32	93	3.38	3.35	3.42	1,369
Item	EPP Mean	EPP N	VEAC Mean	VEAC Mean - 95% CI	VEAC Mean + 95% CI	VEAC N
J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	3.30	93	3.30	3.26	3.33	1,366
K: Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives	3.00	91	3.02	2.98	3.06	1,355
L: Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	3.43	93	3.32	3.28	3.35	1,366
M: Uses assessment results to inform and adjust practice.	3.23	93	3.27	3.23	3.30	1,364
N: Engages in reflective practice.	3.46	93	3.43	3.40	3.46	1,368

Items range from 1-4