

Initial Licensure Completer Survey VEAC Report

Virginia
Education
Assessment
Collaborative

University of Mary Washington 2020-2021

Summer 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 Thelk – 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 University of Mary Washington, the EPP had a 48% response rate on the VEAC Completer Survey based on the total number of contacts submitted to VEAC.

This year, VEAC has provided EPP partners access to a responsive dashboard to view wholistic data from the 2020-2021 VEAC cycle. To access the VEAC completer survey dashboard click [here](#).

Quality Assurance System Updates: *The response rate for the EPP was 45%. The EPP has identified this as an area for growth. To help address survey response rates for the next cycle (2021-2022 academic year), the EPP Quality Assurance System has been updated to strengthen the capturing of completer*

contact information. Updated contact information for completers is now being captured in December and May via the UMW Completer Form and completer compliance is being tracked.

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 $\{e://Field/Institution\}$?” 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 Statistics

	Mean	Standard Deviation	Standard Error	Lower 95% CI from Mean	Upper 95% CI from Mean	N
University of Mary Washington	4.71	0.506	0.075	4.56	4.86	45
All VEAC	4.59	.70	.019	4.55	4.63	1,374

Item ranges from 1 - 5

Overall Findings: Overall, the EPP completers rated their preparation on average higher than completers from other intuitions.

Completer Satisfaction on VUPS/InTASC

Table 2: Tagged VUPS/InTASC Survey Items

“Based on your preparation at [University of Mary Washington](#), 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.	3.42	45	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.	3.38	45	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.	3.40	45	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.	3.20	45	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.	3.71	45	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.	3.71	45	3.59	3.57	3.62	1,369
G: Work results in acceptable, measurable, and appropriate student academic progress.	3.51	45	3.27	3.23	3.30	1,368
Item	EPP Mean	EPP N	VEAC Mean	VEAC Mean - 95% CI	VEAC Mean + 95% CI	VEAC N
H: Selects technologies, informed by research, to promote learning for all students.	3.29	45	3.27	3.24	3.31	1,364
I: Integrates technology into instructional materials.	3.33	45	3.38	3.35	3.42	1,369
J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	3.44	45	3.30	3.26	3.33	1,366
K: Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives	3.09	45	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.	3.40	45	3.32	3.28	3.35	1,366
M: Uses assessment results to inform and adjust practice.	3.51	45	3.27	3.23	3.30	1,364
N: Engages in reflective practice.	3.67	45	3.43	3.40	3.46	1,368

Items range from 1 - 4

Findings and Implications: Overall, EPP's program completers were satisfied with the quality of their preparation. On average, EPP completers scored themselves higher than completers from other institutions on 13 of the 14 items. One area of growth that has been identified, in which the EPP average score was lower than that of other institutions, was in the area of integration of technology (item I). The EPP recognizes and acknowledges that access to technology varies greatly across school districts. The EPP is taking measures to facilitate growth in this area. The EPP has taken measures to integrate more technology instruction into the existing program curriculum and facilitate reflective practices related to technology integration in the classroom through multiple Performance Based Assessments (PBAs) and common lesson plan templates that have targeted technology sections.