



**Virginia Education
Assessment Collaborative**

Bluefield University
Advanced Employer Survey Results
Combined Two Cycles
2022 & 2023

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 Advanced Survey

The Virginia Education Assessment Collaborative (VEAC) conducted a unique advanced program completer survey for graduates of programs in Administration and Supervision, Counselor Education (School), Mathematics Specialist, School Psychologist, and Reading Specialist in summer 2022 and spring 2023. The surveys were conducted through the University of Virginia and sought to benchmark the responsiveness of advanced program completers and their employers for future CAEP Revised Advanced Standard 4.

This report provides descriptive statistics from the two surveys of advanced program completers and their employers with data from two cycles.

Participating 2021-2022 institutions included: Averett University, Bluefield University, James Madison University, Longwood University, Radford University, Shenandoah University, University of Virginia, and Virginia Commonwealth University.

Participating 2022-2023 institutions included: Averett University, Bluefield University, George Mason University, James Madison University, Liberty University, Longwood University, Mary Baldwin University, Radford University, Regent University, Shenandoah University, University of Lynchburg, University of Virginia, Virginia Tech, Virginia Commonwealth University, and William and Mary

Data Collection Processes

2022 Pilot: VEAC partners submitted contact information for program completers to VEAC in July 2022 for their program completers and employment information. Initial recruitment for the completer survey began on August 16, 2022, and was open with reminders through September 5, 2022. Initial recruitment for the employer survey began on September 29, 2022, and was open with reminders through October 17, 2022.

2023 Cycle: VEAC partners submitted contact information for program completers to VEAC in January 2023 for their program completers and employment information. Initial recruitment for the completer survey began on in March 2023 and was open with reminders through April 2023. Initial recruitment for the employer survey began in April 2023 and was open with reminders through April 2023

Survey Response Rates

For our 2021-2022 pilot licensure cycle, VEAC fielded the Advanced Completer & Employer Survey to program completers from 9 EPP partners. Upon closing the completer survey, VEAC collected 134 complete and partial responses resulting in a 19% response rate. Upon closing the employer survey, VEAC collected 78 complete and partial responses resulting in a 26% response rate.

For our 2022-2023 pilot licensure cycle, VEAC fielded the Advanced Completer & Employer Survey to program completers from 15 EPP partners. Upon closing the completer survey, VEAC collected 489 complete and partial responses resulting in a 19% response rate. Upon closing the employer survey, VEAC collected 364 complete and partial responses resulting in a 34% response rate.

Survey Response Data

Pages 2-13 provide responses to the 2021-22 & 2023 VEAC Advanced Licensure Surveys. For each licensure area, tables include 9 columns. VEAC Code provides the item code for each survey item. Item (Program) provides the text of the survey item by licensure area. RA1.1 Competencies provides the item alignment to CAEP RA1.1 competencies. Each licensure area has at least one item coded per RA1.1 Competencies. The next three columns provide the descriptive statistics results (Mean, SD, and N) for the pilot VEAC completer survey. The final three columns provide the descriptive statistics results (Mean, SD, and N) for the pilot VEAC employer survey.

Page 14 provides overall satisfaction ratings for the 2021-2022 and 2022-2023 VEAC Advanced Licensure Surveys by program completers and their employers.

Administration & Supervision Results

Code	Item (A&S)	RA1.1 Competencies	EPP Employer '22 + '23			All Employer '22 + '23		
			EPP Mean	EPP SD	EPP N	VEAC Mean	VEAC SD	VEAC N
A&S_A	Applies data-driven decision-making to initiate and continue improvement in school and classroom practices and student achievement	<p>Data literacy to support learning;</p> <p>Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies.</p> <p>Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.</p>	2.83	0.75	6	3.43	0.63	206
A&S_B	Collaboratively plans and implements of a variety of assessment techniques and data analysis to identify existing competencies and needs	<p>Data literacy to support learning;</p> <p>Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments;</p> <p>Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents</p>	2.67	0.82	6	3.44	0.66	205
A&S_C	Collaboratively works with parents and school personnel to ensure that students with disabilities are included as a valued part of the school community, and that they receive effective and appropriately intensive instruction to assist them in meeting the standards set for all students, as well as individual goals outlined in their individualized education plans (IEPs)	<p>Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.</p>	2.67	1.21	6	3.48	0.65	205
A&S_D	Demonstrated capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	<p>Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization.</p>	3.00	0.89	6	3.47	0.60	205

Code	Item (A&S)	RA1.1 Competencies	EPP Employer '22 + '23			All Employer '22 + '23		
			EPP Mean	EPP SD	EPP Mean	EPP SD	EPP Mean	EPP SD
A&S_E	Demonstrated commitment to continuous professional learning for themselves and their faculty and staff to support the school's goals and enhance its collective capacity	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	2.83	0.75	6	3.52	0.61	205
A&S_F	Demonstrated management decision-making that ensures successful teaching and learning, including human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	2.83	0.98	6	3.34	0.66	206
A&S_G	Designs and implements strategies for high-quality, technology-rich, and coherent curricula and supports for academic and nonacademic programs	Support and utilize appropriate applications of technology for my field of specialization	3.00	0.63	6	3.37	0.62	205
A&S_H	Design and implementation of technology to support management functions and communication efforts	Support and utilize appropriate applications of technology for my field of specialization	2.83	0.75	6	3.38	0.60	205
A&S_I	Intentionally and purposefully models professional, moral, and ethical standards, as well as personal integrity in all interactions;	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.17	0.75	6	3.64	0.57	204

Code	Item (A&S)	RA1.1 Competencies	EPP Employer '22 + '23			All Employer '22 + '23		
			EPP Mean	EPP SD	EPP Mean	EPP SD	EPP Mean	EPP SD
A&S_J	Reflectively understands potential moral and legal consequences of decision-making in the school setting	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.00	0.89	6	3.59	0.56	204
A&S_K	Demonstrates supervision and leadership skills to promote a working and learning climate that is safe, secure, and respectful of a diverse school community;	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.00	1.00	5	3.57	0.61	204
A&S_L	Uses public relations and public engagement strategies and processes for building and sustaining positive relationships with families, caregivers, and community partners for the benefit of school improvement and student development	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	3.25	0.96	4	3.41	0.62	202

Counselor Education Results

Code	Item (Counselor Education)	RA1.1 Competencies	EPP Employer '22 + '23			All Employer '22 + '23		
			EPP Mean	EPP SD	EPP Mean	EPP SD	EPP Mean	EPP SD
CED_A	Effectively administers individual and group student appraisal and assessment	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.00	#DIV/0!	1	3.28	0.61	60
CED_B	Engages in relevant professional activities such as professional organization membership, upholding professional standards, and maintaining credentials.	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.00	#DIV/0!	1	3.29	0.61	62
CED_C	Fosters collaboration and teamwork within schools.	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	3.00	#DIV/0!	1	3.44	0.67	62
CED_D	Models school counseling professionalism, including legal and ethical considerations	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.00	#DIV/0!	1	3.55	0.53	62
CED_E	Serves as a P-12 school leader, advocate, and change agent.	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	4.00	#DIV/0!	1	3.16	0.77	62
CED_F	Supports students by cooperatively working collaboratively with families and school personnel.	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	4.00	#DIV/0!	1	3.47	0.62	62

Code	Item (Counselor Education)	RA1.1 Competencies	EPP Employer '22 + '23			All Employer '22 + '23		
			EPP Mean	EPP SD	EPP Mean	EPP SD	EPP Mean	EPP SD
CED_G	Uses accountability data to inform decision-making.	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.00	#DIV/0!	1	3.16	0.66	61
CED_H	Uses data to advocate for programs and students.	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.00	#DIV/0!	1	3.13	0.69	62
CED_I	Uses research and evaluation skills to improve school counseling program	Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.00	#DIV/0!	1	3.13	0.70	60
CED_J	Effectively administers individual and group student appraisal and assessment	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	4.00	#DIV/0!	1	3.23	0.65	60
CED_K	Advance the responsible and appropriate use of technology and software applications to facilitate academic, career and social/emotional achievement.	Support and utilize appropriate applications of technology for my field of specialization.	3.00	#DIV/0!	1	3.29	0.55	62

Advanced Survey Overall Satisfaction

		EPP Employer '22 + '23			VEAC '22 + '23		
Overall Satisfaction	Program	EPP Mean	EPP SD	EPP Mean	VEAC SD	SD	N
<p>Based on your experience with $\{e://Field/Completer%20First\}$ $\{e://Field/Completer%20Last\}$, what best describes the extent to which they were ready to effectively work with diverse P-12 students and their families as a $\{e://Field/Endorsement%20Program%20B\}$ in your school, division, or organization?</p> <p>Respondent employers could respond "Fully ready, Mostly ready, Moderately ready, Minimally ready, or Not ready."</p> <p>To find the average overall satisfaction, responses are coded, from 1 to 5. Higher values indicate more satisfaction, and lower values indicate more dissatisfaction.</p>	Administration & Supervision	3.33	1.37	7	4.43	0.85	207
	Counselor Education	5	NA	1	4.53	0.74	62

Advanced 2023 Response Rates

VEAC EPP & Program	2022-2023 Emails Sent	Bounced or Failed Emails	Responses	Response Rate (Partial and Full)
Averett University	95	29	32	48%
Admin and Supervision PreK-12	75	21	23	43%
Reading Specialist	20	8	9	75%
Bluefield University	12	2	6	60%
Admin and Supervision PreK-12	7	0	5	71%
School Counselor PreK-12	5	2	1	33%
George Mason University	235	215	8	40%
Admin and Supervision PreK-12	142	131	3	27%
Math Specialist for Elem. & Middle Ed.	50	46	2	50%
Reading Specialist	24	21	2	67%
School Counselor PreK-12	8	7	1	100%
School Psychologist	11	10	0	0%
Liberty University	725	526	66	33%
Admin and Supervision PreK-12	219	149	20	29%
Math Specialist for Elem. & Middle Ed.	9	4	3	60%
Reading Specialist	30	23	2	29%
School Counselor PreK-12	467	350	41	35%
Longwood University	362	260	46	45%
Admin and Supervision PreK-12	309	220	42	47%
Math Specialist for Elem. & Middle Ed.	2	2	0	0%
Reading Specialist	27	17	4	40%
School Counselor PreK-12	24	21	0	0%
Mary Baldwin University	3	3	0	0%
Reading Specialist	3	3	0	0%
Radford University	95	11	40	48%
Admin and Supervision PreK-12	53	9	21	48%
Reading Specialist	10	0	7	70%
School Counselor PreK-12	13	0	7	54%
School Psychologist	19	2	5	29%
Regent University	179	55	36	29%
Admin and Supervision PreK-12	135	41	30	32%
Math Specialist for Elem. & Middle Ed.	34	12	5	23%
Reading Specialist	10	2	1	13%
Shenandoah University	121	23	40	41%
Admin and Supervision PreK-12	68	15	18	34%
Reading Specialist	53	8	22	49%
JMU College of Education	26	15	1	9%
Admin and Supervision PreK-12	24	14	1	10%
Reading Specialist	2	1	0	0%
the University of Lynchburg	38	29	3	33%
Admin and Supervision PreK-12	17	10	2	29%
Reading Specialist	11	10	0	0%
School Counselor PreK-12	10	9	1	100%

VEAC EPP & Program	2022-2023 Emails Sent	Bounced or Failed Emails	Responses	Response Rate (Partial and Full)
the University of Virginia	132	61	24	34%
Admin and Supervision PreK-12	132	61	24	34%
Virginia Commonwealth University	159	82	30	39%
Admin and Supervision PreK-12	52	30	3	14%
Math Specialist for Elem. & Middle Ed.	30	6	14	58%
Reading Specialist	25	16	3	33%
School Counselor PreK-12	52	30	10	45%
Virginia Tech	51	29	4	18%
Admin and Supervision PreK-12	51	29	4	18%
William & Mary	72	0	28	39%
Admin and Supervision PreK-12	24	0	11	46%
Reading Specialist	20	0	8	40%
School Counselor PreK-12	16	0	6	38%
School Psychologist	12	0	3	25%