

Completer Survey VEAC Report 2019-2020

Virginia
Education
Assessment
Collaborative

University of Richmond

Summer 2020

Virginia Education Assessment Collaborative

The Virginia Education Assessment Collaborative (VEAC) is an outgrowth of several collaborations taking place between Educator Preparation Programs (EPP) in the Commonwealth of Virginia. The purpose of VEAC 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

Leaders:

Mandy Turner - University of Virginia

Adrienne Sullivan - George Mason University

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 2020. Initial recruitment for the survey was conducted on February 27, 2020 and was open with reminders through late July 2020.

Survey Response Rates

For our 2019-2020 Pilot VEAC fielded the Completer Survey to 2375 program completers from 17 of the 18 EPP pilot participants.

Upon closing the survey in July 2020, VEAC collected 832 (35%) complete and partial responses. Related to the 14 InTASC/VUPS items, VEAC collected between 666 (28%) to 680 (29%) responses. On the overall satisfaction item, VEAC collected 682 (29%) responses.

On the optional open-ended items, 532 (22%) completers provided a response to the program strengths item, and 506 (21%) completers provided a response to the program weaknesses item.

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Overall Program Satisfaction

This section addresses the last of the 15 satisfaction items in the VEAC completers survey that asks “Overall, how satisfied are you with your preparation from $\{e://Field/Institution\}?$ ” Note that each respondent’s institution of higher education (IHE) is embedded in their unique survey. Respondents could respond “extremely dissatisfied (1), somewhat dissatisfied (2), neither satisfied nor dissatisfied (3), somewhat satisfied (4), or extremely satisfied (5).” On this overall satisfaction item, there were 682 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
University of Richmond	4.66	0.575	0.09	4.48	4.84	41
ALL VEAC	4.58	.636	.024	4.533	4.627	682

Means range from 1 to 5

Completer Satisfaction on VUPS/InTASC

Table 2: Tagged VUPS/InTASC Survey Items

Based on your preparation at the University of Richmond, how would you rate your performance in each of these teaching areas: (Choices = Exemplary, Proficient, Needs Improvement, and Unacceptable). Means above VEAC are highlighted in White. Means below VEAC highlighted in Red. Statistically significant ($p < .05$) differences utilizing difference in Means testing denoted with *.

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.	3.46	41	3.34	3.30	3.38	680
B: Plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	3.25	40	3.29	3.25	3.33	675
C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	3.41	41	3.36	3.31	3.41	680
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.	3.18	40	3.11	3.06	3.16	678
E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.	3.51	41	3.43	3.38	3.48	680
F: Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	3.66	41	3.6	3.56	3.64	679
G: Work results in acceptable, measurable, and appropriate student academic progress.	3.3	40	3.26	3.22	3.30	678

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.	3.43*	40	3.22	3.17	3.27	676
I: Integrates technology into instructional materials.	3.3	40	3.24	3.19	3.29	674
J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	3.44	41	3.3	3.25	3.35	680
K: Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives	3.18	39	3.04	2.98	3.10	666
L: Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	3.37	41	3.35	3.30	3.40	677
M: Uses assessment results to inform and adjust practice.	3.29	41	3.32	3.27	3.37	679
N: Engages in reflective practice.	3.49	41	3.5	3.45	3.55	679

Items range from 1-4 using values Unacceptable (1), Needs Improvement (2), Proficient (3), Exemplary (4).